

**IMPROVING GRADE TEN STUDENTS' READING COMPREHENSION
THROUGH GRAPHIC ORGANIZERS AT SMA N 11 YOGYAKARTA IN
THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Language Education**



by

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2014

APPROVAL

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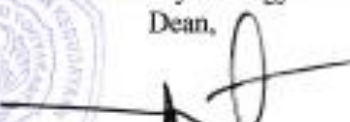
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini atau perguruan tinggi lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 9 Januari 2014

Penulis



Dewi Yunianti

MOTTO
GO UPSTAIRS
(Myself)

DEDICATIONS

This thesis is dedicated to:

my beloved parents,
my elder brother,
my elder sister,
my prettiest niece, and
my best friends.

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Alhamdulillahirobil'alamin, all praises be to Allah SWT, the Almighty, the Most Merciful for all the countless blessing and guidance so I can accomplish this thesis.

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Finally, I realize that this thesis is far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at senior high school, in particular.

Yogyakarta, 9 January 2014



Dewi Yuniarti

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ABSTRACT

This research was aimed to improve grade ten students' reading comprehension of SMA N 11 Yogyakarta through the use of graphic organizers. The subjects of the study were 32 students of X H at SMA N 11 Yogyakarta in the academic year of 2013/2014. The data were collected by observing the teaching and learning process during the implementation of the action, interviewing the students and the English teacher, giving pre-test and post-test to the students, and taking pictures of the teaching and learning process. The instruments used in this research were interview guidelines, observation checklist, and reading comprehension tests.

The result of the two cycles showed that the use of graphic organizers was effective to improve the students' reading comprehension. The use of this technique in the teaching and learning process of reading skills was effective when it was used with the question and answer activities, skimming and scanning strategies and provided with communicative reading activities. Moreover, communicative reading activities involved the students in designing graphic organizers and provided interaction among the students. The activities gave the students experience in learning reading in concise ways that highlighted the important information and relationships of ideas. After the actions were implemented, the students showed some improvements. They experienced reading activity in effective, efficient and interesting ways. They also became more focused on the lesson and more active in the teaching and learning activities. They got familiar with some reading strategies and applied them in dealing with reading texts.

CHAPTER I INTRODUCTION

A. Background of the problem

Language has four skills that have to be mastered for complete communication in English. They are Listening, Reading, Speaking, and Writing. Those four language skills are called macro-skills of language and related each other. Regarding to the importance of English, the government of Indonesia puts English as a compulsory subject at junior high school and senior high school. In senior high school, the students are expected to be able to communicate in English both spoken and written form. Based on the preliminary data, reading is one of the important skills in language that is faced by students of schools in many levels including in senior high school.

In English teaching, it is stated in English standard of competence of senior high school that one of the standard of competences is to comprehend the meaning in the form of short-functional text and short essay with the daily life context and accessing knowledge. This suggests the English teacher to teach the students clearly to understand some English texts in order to reach that standard of competence. Based on preliminary data, senior high school students in fact still find difficulties in understanding English texts.

Teaching reading requires comprehension in making sense of the messages in the text. It works well if the students also pay more attention to the vocabularies. When students read a text in which the words can be understood by them, there is no problem about making sense of the English text. However, it

becomes a big problem when the students just have a few vocabulary lists. Based on preliminary data, this problem commonly occurs in many senior high school students.

In other words, the researcher finds that it is difficult for students to get the meaning of some written texts without having any vocabulary list and prior background knowledge of some topics in their daily life. It is the main problem that she wants to solve the problems above by conducting this research.

Based on the preliminary observation, the researcher also found those problems in SMA 11 Yogyakarta. The students faced difficult words when they read a text, so that they got difficulties in understanding some English texts. It was not the only problem that the researcher found in SMA N 11 Yogyakarta. There were other problems in SMA N 11 Yogyakarta related to teaching reading in grade ten.

The second problem is related to the students' background knowledge or prior knowledge of some topics in their daily life. It is easier for students to imagine what the text is talking about and then easily recall the message when they have good background knowledge of some topics in their daily life. The background knowledge of senior high school students, especially grade ten is relatively influenced by their junior high school background knowledge that tends to be personal and limited. Yet, in senior high school, the students are expected to understand some English texts which not only talk about personal but also social issues. This situation needs more background knowledge of some topics in their

daily life. As a result, they find difficulties in getting the idea of the text although they have known the meaning of the words.

The second problem is related to the teacher. The teacher used to come to the reading class with a bundle of copied texts and also the tasks. The students' perception to follow the class would suddenly decrease when they looked at the series of task. It affected the students' motivation in joining the teaching learning process.

The third problem is about the teaching learning technique. The teacher gave the students that bundle of copied texts and also the tasks which contained of some questions. This condition made the students felt bored because there was no more activities except reading and answering the questions. As a matter of a fact, the students thought that English was difficult and a boring subject.

Based on the reasons above, the solution that the researcher offers is by using visual organizers to teach students reading. By using this kind of technique, the students can easily make sense of some written text with their limited vocabulary and lack of background knowledge of some topics in their daily life. They also have different activities after reading and answering the questions. Graphic organizers are simply drawings or formats used to represent information and to show relationships among ideas. So, it facilitates the students to bridge the gap between limited background knowledge and vocabulary.

B. Identification of the problem

In reference to the background of problem, the researcher classifies the problems into three factors. The first factor comes from the students themselves. As stated before, they have limited vocabularies and lack of background knowledge. Klingner et al. (2007: 46) state that although it is often missing from instruction, vocabulary is essential to reading comprehension. So, it is important to know the meaning of some significant words if we want to understand a text. Besides, students' background knowledge affects their reading comprehension in understanding and recalling the text. The students who have good background knowledge can easily get the meaning of the text and recall what they have read.

The second factor comes from the teacher. This problem is closely related to the teacher's role, how teacher can be a resource for the students. In fact, the teacher does not provide the students and also herself with enough reading materials as their inputs. The teacher just focuses on her bundle of materials which contain some texts and tasks, so that the students feel bored and finally cannot reach the standard of competence.

The third factor is related to the technique and method used by the teacher. The teacher technique and method in the English teaching and learning are monotonous. She mainly uses teacher-centered approach in the teaching and learning process. This approach is associated primarily with the transmission of knowledge which is focused on content than on the students' learning process.

Those paragraphs above explain the problems that are commonly found in grade ten students at SMA N 11 Yogyakarta which is categorized as one of higher

level schools in Yogyakarta. Based on those problems, the researcher argues that the best technique in teaching reading in this case is by using graphic-organizers. Students' main problem is how to make sense of some texts without vocabulary list or a good background knowledge in comprehending English texts. Graphic-organizers can stimulate students' ideas to make a link between the vocabulary and the background knowledge through graphic organizers given, so that they can get the meaning of the text easily.

C. Delimitation of the problem

There are three main problems that are stated in identification of the problem. However, in this research, the researcher focused on the technique of teaching reading that uses helpful technique for students because this part covers all the problems occur. By conducting that kind of teaching and learning process, students had been stimulated to encourage their reading skills. They were also focused on getting the meaning of some texts. It was easier to recall the text if they had already got the meaning. The research focused on the grade ten students. Students learnt how to get the meaning of text based on graphic organizers given. The graphic organizers had been given to students in printed materials.

D. Formulation of the problem

From the identification and limitation of the problem above, the problem is formulated as follows: "how could the graphic-organizers be implemented to improve grade ten students' reading comprehension at SMA N 11 Yogyakarta?"

E. Objective of the study

The objective of the study is to improve grade ten students' reading comprehension at SMA N 11 Yogyakarta by implementing the use of graphic organizers. If it is effective, it can be continued further with advanced development.

F. Significance of the study

The results of this study are expected to be beneficial in two aspects. Practically, the results of this study can give some contribution to English teachers to solve problems related to teaching reading. Moreover, this can support the previous research that graphic organizers are effective to improve the students' reading comprehension because they can link the students' mind with limited vocabularies or background knowledge of some topics in their daily life.

Theoretically, the results of this study can be a good input in adding the current theories about the use of graphic organizers to improve students' reading comprehension skills and can be a reference for others who want to conduct research on the same object. In addition, the results of the study can improve the researcher's mind in terms of problem-solving related to research in education.

CHAPTER II

LITERATURE REVIEWS AND CONCEPTUAL FRAMEWORK

This chapter deals with some theories that become the bases for the discussion. The purpose of the chapter is to get the understanding of what the basic principles of the research are, so that the problem stated in the previous chapter can be answered. The discussion is presented in five headings. They are related to the nature of reading, teaching reading comprehension, the concept of graphic organizers, relevant studies, and conceptual framework.

A. Literature Review

1. The nature of Reading Comprehension

a. Definition of Reading

According to Johnson (2008: 3), reading is the practice of using text to create meaning. It means that in reading practice, there is a process of creating new meaning. If there is no meaning being created, there is no reading taking place.

Reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning (Nunan, 2003: 68). From the definition, reading is a process in which the readers try to construct new meaning using their background knowledge so that they can understand what the content of the text is.

In line with Nunan, Davies and Pearse (2000: 90) state that reading is an activity to confirm the specific topic and each change of topic that bases the

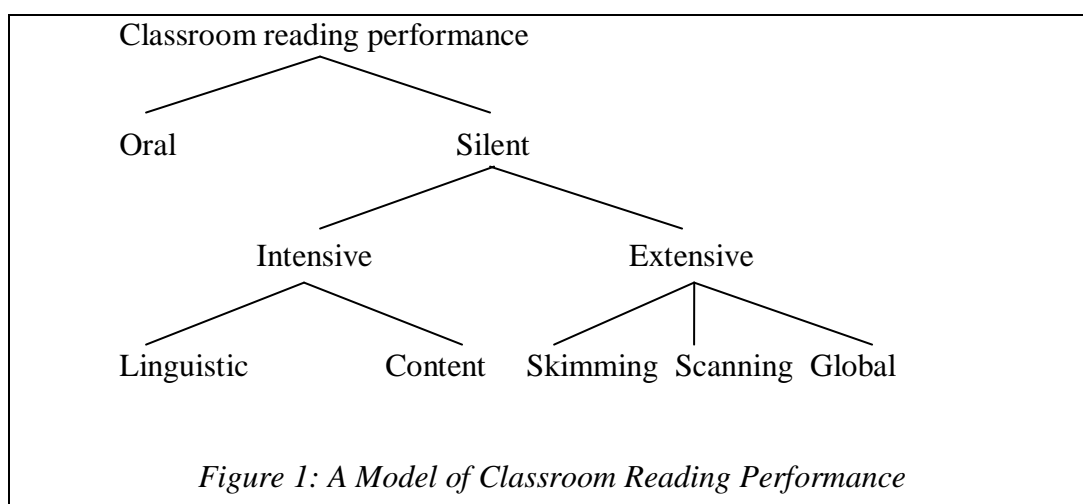
readers' previous ideas in mind about the topic and readers' knowledge of the language of the texts written. It means that in reading, the readers find the messages by making connection between the topic in the text and their ideas in mind.

Another definition of reading is stated by Celce-Murcia (2001: 119) claiming that reading skill is a process of understanding a written text. In this case, the reader has to perform a number of simultaneously tasks: decode the message by recognizing the written sign, interpret the message by assigning meaning to the strings of words, and understand what the author's intention was.

From the definition above, reading can be defined as a process or activity in which the readers try to construct or create new meaning by connecting the text with their background knowledge. In this process the background knowledge is essential in getting the writer message.

b. Types of Classroom Reading Performance

According to Brown (2001: 312), the type of reading performance is sketched as follows.



He emphasizes although oral reading is not a necessary activity, it may be implemented when the activities have clear purposes such as checking pronunciation or stressing a certain short segment of a reading. Oral reading is not a very authentic activity because it can be just recitation and it is not true participation from students.

Silent reading is divided into two, intensive and extensive reading. Spratt, Pulverness, and Williams (2005: 22) state that intensive reading is a classroom activity where students identify how language is used. They put attention toward semantic details such as grammatical forms, discourse markers, other surface structure of a passage or text. On the other hand, extensive reading is done for the comprehension of main ideas, not for the specific details. The aims of extensive reading are to build the reader confidence and enjoyment. In short, there are two types of reading performance, oral and silent reading.

c. Micro- and Macro-skills of Reading

Reading is not as easy as some people thought. There are two main elements that should be mastered to be a good reader. Brown (2004: 187-188) explicates reading skills which consist of two big elements, namely micro-skills and macro-skills. The micro-skills are presented below:

- 1) discriminating among distinctive graphemes and orthographic patterns of English;
- 2) retaining chunks of language of different lengths in short term memory;
- 3) processing writing at an efficient rate of speed to suit the purpose;
- 4) recognizing a core of words, and interpret word order patterns and their significances;
- 5) recognizing grammatical word classes (nouns, verb etc.), systems (e.g. tense, agreement, pluralization), patterns, rules, and elliptical forms;
- 6) recognizing that a particular meaning may be expressed in different grammatical forms;

- 7) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile, the macro-skills of reading include (1) recognizing the rhetorical forms of written discourse and their significance for interpretation; (2) recognizing the communicative functions of written texts, according to form and purpose; (3) inferring context that is not explicit by using background knowledge; (4) inferring links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; (5) distinguishing between literal and implied meanings; (6) detecting culturally specific references and interpret them in a context of the appropriate cultural schemata; (7) developing the use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. Those micro-skills and macro-skills in reading related to one another. To achieve different purposes in reading, a good reader needs to master those micro- and macro-skills.

d. Definition of Reading Comprehension

According to Klingner and Geisler (2008: 65), reading comprehension is the process of constructing meaning from a text and involves the complex coordination of several processes, including “decoding, word reading, and fluency along with the integration of background knowledge and previous experiences.” It means that reading comprehension is not just single process. The readers construct the meaning by combining their background knowledge and vocabulary mastery through several processes so that they get the message from the writer.

Klingner et al. (2007: 8) state that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). From the statement, reading comprehension is interactions between the readers and the text itself in which the readers try to understand what the text is talking about by using their prior knowledge in some strategies.

Vocabulary knowledge and construct knowledge in all text are the essence of comprehension (Klingner et al., 2007: 47). It means that vocabulary knowledge is one of the important things in reading comprehension. The readers face difficulties in understanding texts if they do not know a numbers of vocabularies in the text.

Understanding the importance of background knowledge to comprehension is critical because the readers connect new information with prior knowledge before they integrate and organize the new information (Moreillon, 2007: 19). When the readers read a text, first they tend to connect what they have read with their understanding about that. Then, they construct the new information.

From the definition above, reading comprehension can be defined as a complex process in which readers construct meaning by connecting what they have read with their vocabulary mastery and background knowledge. In addition, we can conclude that vocabulary mastery and background knowledge are essential

in reading comprehension because the vocabulary mastery and background knowledge affect the result of comprehending a text.

e. Strategies for Reading Comprehension

Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in texts. Zimmermann and Hutchins (2003) cited in Moreillon (2007: 10-11) identify seven reading comprehension strategies. They are shown as follows.

1. Activating or building background knowledge

Background knowledge is essential in reading comprehension. In order to comprehend a text clearly, first the teacher needs to activate or builds the student's background knowledge. In this strategy, the teacher provides some questions to help the students build schemas. The teacher then practices metacognition by thinking aloud and sharing the connection orally. When the students can connect what they have known, background knowledge is being utilized to make sense of new information.

2. Using sensory images

This strategy consists of drawing and artwork, the use of manipulatives and models, and activities that incorporate movement, music, drama, and visuals, as well as visualization and guided imagery. All of these strategies rely on the effective use of the senses in making meaning.

3. Questioning

When the teacher uses the questioning strategies to teach reading comprehension, she must remember that all questions are not alike. She must

strive to support students' thinking by modeling questioning that does not end with knowledge-level questions.

4. Making predictions and inferences

Predicting and inferring can be practiced at the word level, sentence, paragraph, page, or chapter level and can be accomplished through reflection at the end of a text. The teacher can support students' practice of this strategy through the use of graphic organizers that require students to record their thinking.

5. Determining main ideas

Determining main ideas requires that readers discard some information. With a clear purpose in mind, the readers can decide what information to disregard. Such information may be superfluous to their purposes, or it may be information they already know and therefore do not need to record. As they evaluate this new information, the readers may choose to substitute a new word with a more familiar term from his prior knowledge vocabulary in this content area.

6. Using fix-up options

Fix-up options are tools in which the readers can rely upon to find their way home or to make sense of what they read. Learning to self-monitor for comprehension and then to use fix-up options when comprehension is lost gives readers responsibility for their own process, ownership that is critical for the success of their lifelong, and independent reading. The fix-up strategy empowers readers to succeed.

7. Synthesizing

Synthesizing requires that readers determine main ideas from multiple sources, summarize information, and get their own interpretations to get the content of the text. Graphic organizers can be developed to help the readers record main ideas and surprising information as well as their connections, responses, and interpretations.

f. Factors Affecting Reading Comprehension

According to Klingner et al. (2007: 6), there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and word knowledge.

Brown (2001: 299) states that reading comprehension is affected by schema and background knowledge. Both schema and background knowledge belong to the readers in which they involve the life experience about the world. They include knowledge of the world, culture, subject-matter and linguistic knowledge.

In conclusion, there are three factors affecting reading comprehension. Those factors are vocabulary mastery, the world knowledge, and the readers' ability. Those aspects are varied among the readers, so every reader has various stages in comprehending a text.

g. Reading Comprehension Assessment

Klingner et al. (2007: 15) state that traditional measures of reading comprehension are limited in that they provide only a general indicator of how well a student understands text, and they are not based on experts' knowledge of

what good readers do to comprehend text. Comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using cloze tasks (i.e., asking students to fill in blanks where words have been omitted). These traditional measures of reading comprehension provide only a basic indication of how well a student understands text and offer little information about how the student uses cognitive and metacognitive processes. In short, they do not explain why a student may be struggling.

According to Klingner et al. (2007: 17), teachers should consider numerous factors when choosing a test or assessment procedure. Those factors are presented as follows:

- 1) the purpose of the testing (screening, progress monitoring, assessing level of reading, research, or assessing students' competence in comparison to peers)
- 2) the specific information needed about the student's reading comprehension (types of questions missed, level)
- 3) the number of students being tested (i.e., an individual, a small group, or a whole class)
- 4) the length of the test (e.g., shorter tests can be easier to give and less stressful for the student, but may not have enough questions or types of tasks to provide sufficient information about a student's performance)
- 5) whether the test is an individually or group-administered test
- 6) the number of forms available with the test, particularly if multiple administrations are needed (e.g., many norm-referenced tests come with two forms, making them useful for assessing progress over time—students are given one version of the test as a pretest and another as a posttest)
- 7) for norm-referenced tests, the extent to which the norming sample is similar to the students to whom the test will be administered
- 8) the examiner's qualifications (e.g., whether the tester has the skills to give highly specific tests)
- 9) the amount of training needed to administer a test, score it, and interpret results (e.g., norm-referenced tests typically require some training).

B. Teaching Reading Comprehension

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for learners to learn, and sets the condition for learning (Brown, 2000: 7). Guidance is done by leading the students to do activities in the effort of getting knowledge. The teacher can help the students gain the knowledge by giving facilities such as tasks. By giving these tasks, the teacher lets the students study by themselves. To make the teaching and learning process run well, the teacher needs to set a good situation for the students to learn. In setting a good condition, the teacher must consider the effectiveness of teaching method or technique. This can influence the way she or he manages the class.

Based on the definition above, teaching reading comprehension is a guidance which is done by the teacher to make the learners reach their reading comprehension of a text using a certain technique. The teacher can lead the learners to understand a text by using some techniques in reading comprehension.

a. Problems of Teaching Reading Comprehension

Teaching reading comprehension is part of the activity in teaching English that must be done by the teacher. Even the teacher has to gain the basic competence, not all the teaching reading comprehension process runs well. It is because the teacher finds some problems in teaching reading comprehension. The first problem is that the teacher is not particularly skilled in understanding the students' background knowledge. Westwood (2001: 35) states that many teachers believe that reading problems are caused by genetic factors, physiological or neurological 'deficits', maturational delay, minor sensory handicaps or

impairments in psychological processes such as memory and perception or a 'learning disability'. As a result, the teachers have to understand well their students' characteristic.

The second problem is that the teacher finds difficulty in designing the suitable task. Every student comes from different background knowledge, so it is important to choose the most suitable tasks for all students for their different background knowledge.

Another problem that may be faced by the teacher is that the teacher gets difficulty in finding the best method and strategy in teaching reading comprehension. This problem occurs because the students come from different characteristics and level of intelligence. In fact, the technique and strategy chosen by the teacher may affect the students in achieving their reading comprehension.

From the description above, it can be concluded that understanding all students' background knowledge, designing suitable task, and choosing the best method and strategy are the problems that may occur in teaching reading comprehension.

b. Techniques in Teaching Reading Comprehension

As it is mentioned before, reading comprehension is a complex process in which the reader tries to construct meaning from the text. According to Han (2010: 13), reading process is the interaction that occurs harmoniously between a reader and a text. This statement shows that there is a connection between the reader and the text. The text itself brings the message of the writer. Moreover, the reader tries to get the meaning of the writer by comprehend the text. Some experts

have different ideas about that. Brown (2001: 299) proposes the process of reading into three processes. They are presented below.

1. Bottom-up Processing

Bottom-up processing is a process of selecting signals that influences what is perceived. In bottom-up processing, readers must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data-processing mechanisms to impose some sort of order on these signals (Brown, 2001: 299). It means that the readers firstly have to deal with the relationship among words, phrases, and grammatical sentences in order to gain the meaning of the text.

In short, the readers construct meaning of the text from the smallest unit which is letters moving into the larger ones which are morphemes, syllables, words, etc.

2. Top-down Processing

Top-down processing requires the readers' prior knowledge to construct the meaning of texts. Goodman cited in Hudson (2007: 37) states that the readers involve their knowledge of syntax and semantic to create meaning of the text. In top-down processing, the readers' background knowledge is very important in gaining the meaning of the text. This process starts by relating the whole text with the readers' knowledge. Then, the readers make some predictions about the difficult parts of the text and finally they check their prediction using the general knowledge to get the meaning of texts.

3. Interactive Processing

Interactive processing is the combination of bottom-up and top-down processing. The readers use both bottom-up and top-down processing when facing a text. In this process, the readers continually shift from one focus to another. First, they use top-down to predict the probable meaning using their background knowledge. Then they move to the bottom-up processing to check whether or not that is really what the writer says from the smallest unit of the text.

In conclusion, there are three processes in techniques of reading. They are bottom-up, top-down, and interactive processing. Those techniques are highly required in teaching reading comprehension.

c. Teaching Reading Comprehension in Senior High School

Alyousef (2005: 149) states that contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps the students of senior high school activate the relevant schema. Most teachers tend to neglect this stage because there is not enough time. In fact, this activity motivates students before the actual reading takes place. The aim of while-reading stage is to develop students' ability in dealing with texts by developing their linguistic and schematic knowledge. In post-reading, the activity often comes as questions that follow a text. It is used to check the understanding.

Haller (2000) as cited in Alyousef (2005: 150) promotes model of a number of school-based post-reading activities which enhance learning

comprehension through the use of matching exercise, cloze exercise, cut-up sentence, and comprehension question.

In conclusion, the teachers should know the characteristics of the students in that level of age by deciding appropriate activities and tasks. The main characteristic is that the senior high school students are emotionally unstable. Since they are in the stage of searching individual identity and tend to be disruptive in class, it can cause discipline problems during teaching and learning process.

C. Graphic Organizers

a. Definition of Graphic Organizers

Ciascai (2009: 17) defines graphic organizers as representation, pictures, or models used for processing textual information. Graphic organizers facilitate the students in understanding knowledge when there is a large amount of work with a given limited time. She adds that there are various functions of graphic organizers. In reading activity, graphic organizers assist learners to:

- 1) clarify and organize information into categories (main idea, supporting details, topic sentence, facts, opinion, etc),
- 2) organize information in a paragraph for better understanding,
- 3) construct meaning of difficult words and sentence dividing into lexias,
- 4) understand the context by associating with prior knowledge,
- 5) identify conceptual and perceptual errors that may occur in the comprehension of reading a passage.

Graphic organizers, as illustrated by Drapeau (1998: 11), can be used to enhance students' thinking skills by encouraging brainstorming, generating new ideas, connecting parts to the whole, drawing sequence, analyzing causes and effects, etc. In line with Drapeau, graphic organizers are visual representation of knowledge that structure information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis & Modlo, 1999: 7).

In conclusion, graphic organizers are tools that facilitate the readers to organize the large information into structural categories by arranging the important aspects.

b. Characteristic of Graphic Organizers

Hollowell (2009: 3) states that graphic organizers are an effective educational tool because they help students organize facts, thoughts, and other comprehension elements such as inferences, predictions and summaries. It means that by using graphic organizers the students can effectively arrange the message of the text in their mind so that it is easy to recall it.

In addition, graphic organizers are used as the rescuer tool when the readers failed in understanding text. Nikolai (2009: 9) states that graphic organizers can help students understand the relationship among various pieces of information that they may have otherwise failed to identify. In line with Nikolai, Sharrock (2008: 3) states that graphic organizers are visual displays which illustrate relationship among facts, terms, or ideas. In a text, the sentences relate one another in constructing meaning, so it is important for students to understand

the relationship among the sentences. Moreover, a graphic organizer can become a bridge to connect the whole ideas in the text.

Graphic organizers help students focus on what is important (Bromley, DeVitis and Modlo, 1995: 23) because they highlight key concepts and vocabulary, and the relationships among them by providing the tools for critical and creative thinking. Moreillon (2007: 134) states that graphic organizers can be developed to help the readers record main ideas and surprising information as well as their connections, responses, and interpretations. Moreover, the students can easily record the ideas when the texts are served through graphic organizers.

In addition, graphic organizers are not simply done individually but they can be done in groups. Jacobson (2007: 4-7) suggests that graphic organizers are the visual tools allowing students to structure information and to arrange key concepts which can be performed as a whole class, small groups, or individual activities. Fundamentally, both of individually and collaboratively graphic organizers can be implemented in teaching reading comprehension.

Another statement comes from Merkley & Jeffries (2000: 10). They also state that the organizers encompassed not only pre-reading activities but they were also used whilst-reading and in post-reading capacities.

From the statements above, we can conclude that the characteristic of graphic organizers are showing the relationship, focusing on the important information, working both in group or individual, and using in pre-reading, whilst-reading, and post-reading.

c. Types of Graphic Organizers

Graphic organizers are visual tools that organize the relationship among facts, terms, and ideas. They come in many different forms which are the combination among words, phrases, sentences and numbers, diagrams, webs, shapes, graphics, or pictures. Baxendell as cited in Hanson (2002: 5) suggests that graphic organizers come in many different formats, such as cause-and-effect diagrams, compare-and-contrast diagrams, sequence charts, and main-ideas-and-detail charts. The definition of each format is shown as follows.

1. Cause-and-effect diagrams.

Cause-and-effect diagrams help students visualize the relationship between a cause and an effect in a text. The diagrams are used to explain how something happens. This format comes in various types, for example problem-solution map, sequential episodic map, story map, fishbone map, etc.

Story Map		
Characters – Who	Setting – When & Where	
Problem		
Event	Event	Event
Solution		

STORY MAP 3

Figure 2: Graphic organizer: Story Map

2. Compare-and-contrast diagrams.

Compare-and-contrast diagrams help students visualize the similarities and differences across the main idea. This format is used to present a main idea with its supporting details along one stand in the diagram which is then contrasted with the opposing main idea. Besides, the ideas can be compared and contrasted by point across the main ideas. Johnson (2008: 127-129) affirms that compare-and-contrast diagrams can be used to compare and contrast any two things, characters, events, stories, etc. This format comes in many varieties, for example compare-and-contrast matrix, comparative-and-contrastive map, venn diagram, etc.

3. Sequence charts.

Sequence charts are used to illustrate a series of events. They flow in one direction and are connected by arrows and numbers of boxes or other shapes to ensure clear understanding of the relationships sequence of events. Sequence charts come in many various types, i.e., series of events chain, flowchart, timeline, 5 W's diagram, etc.

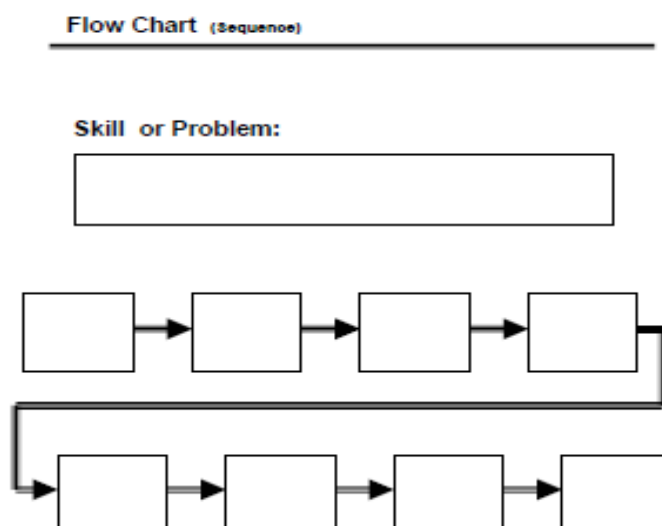


Figure 3: Graphic organizer: Flowchart

4. Main-idea-and-detail charts.

Main-idea-and-detail charts help students visualize the main idea and details in a text. Jacobson (2007) states that this format helps students visualize how ideas are connected and how knowledge is organized, helps students use and share their prior linguistic knowledge, and helps students identify patterns of information. Main-idea-and-detail charts come in many various types, i.e., character map, cluster map, spider diagram, sketch, etc.

4. Relevant Studies

The use of graphic organizers in English teaching and learning process is not relatively new. Some researches have conducted studies on the use of graphic organizers. The result of those relevant studies are presented below.

Kim (2004: 6) in his research, found that graphic organizers were effective regardless of whether they were implemented by teachers or researchers. Students using graphic organizers significantly outperformed their peers who did not use graphic organizers regardless of whether they developed their own graphic organizers or used teacher- or researcher –generated ones.

Moreover, Xiangying Jiang and William Grabe (2007: 34) stated that as an instructional tool, graphic organizers had been highly recommended and used in contemporary classrooms. Over the past decade, a number of concerns had been raised about claims for the effectiveness of graphic organizers. They proposed a number of generic forms of graphic representations that applied to regularly recurring text structures, and recommended further research on the impact of

graphic organizers with learners of English as a second or foreign language as well as research that involves more extended instructional time.

B. Conceptual Framework

Based on the School-Based Curriculum, the current curriculum in Indonesia education system, the objective of teaching English in Senior High School is to make the students master the four languages namely, listening, speaking, reading, and writing. In the teaching and learning of reading, the students are expected to be able to gain information and knowledge from some texts. In the activities, the students have to understand the meaning of texts. The activities involve understanding a variety of essays, for example recount text and narrative text. The students are competent if they can find general idea, main idea, implied information, detail information, and specific information in those text types. However, gaining information and knowledge from texts is not a simple matter even for senior high school students. There are some points that make them find difficulty in understanding the texts such as, the students' lack of vocabulary mastery, the use of reading comprehension strategies, the students' lack of interest and motivation, and the technique used by the teacher when teaching and learning of reading.

In reference to the description above, the researcher wants to reveal the implementation of graphic organizers during the teaching learning process, especially during teaching reading. Graphic organizers are drawings that show how ideas connected in the text.

In conclusion, the researcher convinces to use graphic organizers to improve reading comprehension at grade ten students of senior high school, since graphic organizers propose the same term with the aim of English teaching and learning process for senior high school.

CHAPTER III RESEARCH METHOD

This chapter gives information about how this research was conducted. It includes research design which consists type of research, research setting, and participants of the research, data collection technique, data collection instrument, data analysis, and research procedure.

A. Research Design

1. Type of Research

This study is action research conducted in a reading class. This type of research was considered as self-reflective research since it showed how a classroom dilemma was identified and improved by using a reflective research cycle of planning, acting, observing and reflecting (Burns, 2010: 2). The technique that the researcher used is by using graphic organizers to improve reading comprehension among grade ten students level of SMA N 11 Yogyakarta. The researcher and the English teacher collaborated to find obstacles and weaknesses of reading comprehension process, identify the existing problems, plan and carry out the actions, then make an evaluation, reflection, and discussion of the actions implemented.

2. Setting

The researcher carried out this study during the academic year of 2013/2014 in SMA N 11 Yogyakarta. The school is located at Jl. AM Sangaji Cokrodiningratan 50 Jetis, Yogyakarta. There was one group of participants in

this research. It has actually 27 classrooms that are divided into three grades. It has about 856 students. The environment there is really nice to learn for the students. The school also has potential teachers.

In this case, the researcher directly used one of grade ten classrooms because it was more effective rather than built up a new class.

3. Participants

The data had been taken from the grade ten students at SMA N 11 Yogyakarta. The researcher only used a group of the grade ten students. There were 32 students as participants. They were 13 male students and 19 female students. The age average of the students is about 16 years old. They learn English as a foreign language and as a compulsory subject at the school.

B. Techniques of Data Collection

This research had been built in both qualitative and quantitative data collection. The qualitative data were in the form of opinions of research's member conditions. Meanwhile, the quantitative data were in the form of scores that were collected from pretest and posttest. This data had been collected from some techniques used. Those techniques that had been used were described as follows.

1. Observation

The researcher used this technique to describe the subject activity in the class at a particular time. The researcher observed teaching and learning process before, during, and after the treatments in the class. The purpose of the observation was to gain some data about the effect of the treatment that was

implemented to the students. The observation technique also provided field notes data about the whole condition during the research.

2. Documentation

Documentation here was data coming from school. The school should always record all things related to the teaching and learning processes. The significance of this data source was to attain continuous information that could not be reached in one shot observation. Furthermore, the researcher also made documentation of the teaching and learning process both before and during the implementation of the treatments. This technique resulted in the observation sheet and field notes. The researcher also used the interview and tests as the technique to convince the data gained from observation.

3. Interview

This technique was used to get information from students and teachers about the teaching and learning processes. It also covered problems found in the teaching and learning processes. The researcher interviewed both English teacher and students to collect the most complete data about how they saw the problems happened in class and the effect of the teaching and learning process.

4. Test

Tests were the technique to get information about students' reading scores. The test was conducted in the beginning of the treatment. It gave information about students' reading scores before the treatments. Moreover, another test was conducted to measure the students' reading scores after the treatments. The tests measured how the treatments affected the students' reading comprehension skill.

C. Instruments of Data collection

In collecting the data, the researcher used three instruments. There were interview guidelines, observation checklist, and reading comprehension tests. The interviews had been conducted before and after teaching and learning process. It was aimed to get any information related to English teaching and learning of reading at SMA N 11 Yogyakarta. It involved both the English teacher and the students as well. At the end of the teaching and learning process, the researcher asked students' feedback related to process in learning reading. There were both oral and written interviews. From the interviews, there were conclusions whether graphic-organizers can improve students' reading comprehension or not.

The second instrument was observation. It had been conducted during the teaching and learning processes. It covered students' behaviors, motivation, and the like. In this stage, there was also an observation whether or not the students enjoyed the teaching process by using graphic-organizers.

The last instrument was in the form of tests. There were pre-test and post-test. Both pre- and post-test showed the students' score. The researcher compared the scores in pre-test with the scores in post-test by taking the mean of each test.

D. Data Analysis

The data had been analyzed both qualitatively and quantitatively. The interview transcript and the field notes had been analyzed qualitatively. The qualitative data that had been analyzed coming from the observation technique and interview technique. From the interview the researcher got the students' and

English teacher's data in the form of interview transcript. The content was related to the student's affection within the process of learning reading. From the observation, the researcher gained observation checklist that had been also analyzed qualitatively. It dealt with everything happened in the teaching and learning process in terms of qualitative data. The observation checklist was based on the researcher's view too see the facts in the class.

The researcher also analyzed the quantitative data to know the tendency of students' reading scores. I identified the progress of the development of students' reading skill due to the treatments. Furthermore, instruments that had been analyzed quantitatively were pretest and posttest. By adding up all scores and dividing them by the number of students in class, the researcher took the mean of each test to get the quantitative data.

E. Research Procedures

The conclusion after the researcher conducted reconnaissance as well as the teacher was that grade ten students were still having difficulties to get meaning of English texts. This situation was considered as a problem because when students did not get the meaning of some texts, they did not understand anything they read. It could be claimed that they could not imagine what the texts talk about. The researcher and the teacher saw that the students were less stimulated to get the meaning of English texts. Finally, graphic organizers were selected to solve this problem.

Kemmis and McTaggart (1998) in Burns (2010: 07) have developed a simple model of the cyclical nature of the typical action research process (Figure 1). Each cycle has four steps: plan, act, observe, and reflect. There are four phases that were used to conduct the action research.

1. Planning

In this step, the researcher analyzed and interpreted the themes of the study. It was something like interpreting the research data. The researcher used classroom data, individual data, or subgroup data depending on the research questions.

2. Acting

In this step, the researcher began to face with the subject of the study. In this case, the subjects were the students of grade ten at SMAN 11 Yogyakarta. The purpose of this step was to solve the problem which is students' low reading comprehension skill.

3. Observing

After acting, the researcher should elaborate the type of data, the data collecting procedure, and the instruments that were used to collect the data (observation checklist, field notes, and interview).

4. Reflecting

By doing reflection, the researcher should evaluate the process after the research has been done. The researcher observed whether the action had negative or positive effect to the teaching-learning process. The items that were evaluated included change of the students, class, and also the English teacher.

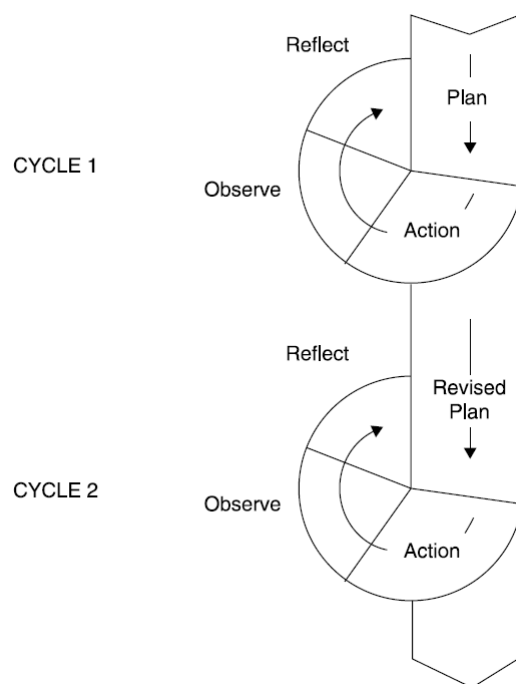


Figure 4: Simple Action Research Cycle Model by Kemmis and McTaggart

F. Data Validity and Data Reliability of the Research

1. Data Validity

Anderson et al. in Burns (1999: 161-163) define five criteria of validating research data. They are democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

- a) Democratic validity relates to the opportunities that the stakeholders have to be involved to share their opinions, ideas, and comments about the implication of the action research. In order to fulfill this validity, the researcher interviewed the English teacher, the collaborator and the grade ten students of SMA 11 Yogyakarta to get their views, suggestion and opinion toward the action done. Moreover, the English teacher was asked by the researcher to be

an observer who observed and reported the students' reaction during the teaching and learning process.

- b) Outcome validity is about the result gained in the research. To achieve this validity, the researcher did maximally in doing the action. She did not only find solutions of the problem but also reframe the problem in a certain way into questions. She did reflection in every meeting. This research was expected to be able to solve the problems related to the students' reading comprehension and more general to the students' behavior and involvement in the reading activities.
- c) Process validity concerns with the 'dependability' and 'competency' of the research in which the research participants are able to follow the research process and learn by following research. To get the process validity, the data were gathered by doing observation and taking notes during the research. Anything happened in the English teaching and learning process was noted and analyzed.
- d) Catalytic validity focuses on understanding of the research participants through the changes that they feel after the actions. The researcher fulfilled this validity by interviewing and asking the students' responses and allowed them to give critics, comments or evaluation about the change that might happen to the data resources.
- e) Dialogic validity relates to the research that is carefully reviewed through a dialogue by using the dialogic validity. The researcher did a reflective dialogue with the English teacher and also the collaborator to get the process

validity. The English teacher as the practitioner gave her opinions about the process and the results of the research.

2. Data Reliability

Burns in Burns (1999:163) states that triangulation is a way of arguing that ‘if different methods of investigation produce the same result then the data are likely valid’. Therefore, to enhance the trustworthiness in action research, the researcher used the perspectives of different participants in order to gain more reliability by relying on a single data gathering technique. In this research, the trustworthiness was enhanced by using multiple data gathering techniques and gaining different perspectives of the research participants (the students and the English teacher) to produce the same results considered reliable. The multiple techniques were in the forms of writing field notes, interviewing the English teacher as the observer and the students of grade ten as the subject of the research, and also taking photographs during the implementation of the actions.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND DISCUSSIONS

This chapter presents the research process, findings, and the discussion that compose the reconnaissance, the report of cycle 1, the report of cycle 2, the quantitative data and the summary of research findings. The reconnaissance consists of identification of the field problem, determining the action to solve the problem, and the relationship between the field problem and the actions. The reports of each cycle were planning, action and observation, reflection, and summary

A. Reconnaissance

1. Identification of the Field Problem

The research started with finding the problems in the field. To gain the information about the problems of teaching and learning of reading, the researcher conducted interviews both the English teacher and the students. The researcher also observed the classroom activities to get the description of the teaching and learning process of reading in order to support the data from interviews. The following vignette presents the result of the preliminary observation.

The researcher came to class X H with the English teacher. The students were noisy and were going back to their chairs when saw the researcher and English teacher entered the classroom. After the students had been in their chairs, the English teacher greeted them “Good morning students.” Then the some students responded “Good morning,” **the other still talked to their friends⁽¹⁾**. While the students, the English teacher, and the researcher were waiting for the prayer instruction, English teacher asked

one of the students to prepare an empty chair for researcher. Then the researcher sat at the back of the class. After praying, we all sang Indonesia Raya. Next the researcher introduced herself in front of the class.

English teacher started the class by giving the students a bundle of printed materials which contained of announcement text and its tasks. English teacher then gave the students some minutes to do the first task. A few minutes later English teacher asked the students to answer the task. There was a student (female) who put her hand up trying to answer the question and followed by the other students who answered next questions. It could be seen who were the active students and the passive students.

In the middle of discussing the task, **there were some students (male) who ignored the English teacher by talking one another.** The **English teacher neglected them** and continued the teaching learning. When **there was no one who wanted to answer the question⁽²⁾**, the English teacher asked one of them to answer. He tried to answer but **the answer was false⁽³⁾** because he did not pay attention to the materials.

The English teacher still continued the discussion about the task. Because the bell was ringing before they finished the task, the English teacher asked the students to do the last task as their homework.

(FN1)

(4:1)

The vignette above shows the description of teaching and learning process before the actions. There were some evidences that the English teaching and learning process did not run effectively. Firstly, the students were less interested in learning English. It could be seen from the students' response when the English teacher greeted them like that in FN1 (1). Some of students answered the greeting, the others still talked to their friends. Moreover, they got difficulties in answering the teacher's questions and doing the task. In addition, when the English teacher was about to begin the class, there were many students who did not focus to what the English teacher said. The English teacher did not find the students' attention, so that there were some students who still did other subject homework. The second, the students seemed lazy and passive like that in FN1 (2). When the English teacher asked them to answer the question, there was only the same

student who tried to answer. Furthermore, the students failed to answer a question from the teacher orally because they were limited vocabulary list like that in FN1 (3). As a result, they got difficulties in comprehending a text.

In other words, the students felt that the reading class consisted of boring activities. There was no more activity except reading texts and answering the questions. This condition made the students felling bored and uninterested in reading class. This problem can be seen from the following interview transcripts.

S2	<i>: Teknik apa ya Miss. Kita kalo belajar reading ya cuma membaca, sama menjawab pertanyaan Miss. Sama kadang-kadang ngartiin teks gitu Miss. (What technique? We had a reading class only by reading texts and answering the questions. Moreover, we sometimes translated the texts.)</i>
----	--

(Int.trans_2/ L 34-36)

(4:2)

S8	<i>: Iya Miss, kegiatannya cuma itu-itua aja, terus gurunya juga nggak senyantai Miss Dewi. (Yes Miss, the activities were always the same and the English teacher was not as relax as you.)</i>
----	---

(Int.trans_8/L9-10)

(4:3)

In addition, there were some students who found difficulties dealing with reading skills. The students tended to translate the text with their limitation of vocabulary mastery. The evidence is presented in the following interview transcript.

S1	<i>: Lha itu dia Miss salah satu yang sulit. Nggak tau artinya Miss kalo disuruh membaca tu. (That's the one which is difficult. We cannot understand the meaning when facing reading text.)</i>
----	---

(Int.trans_2/L29-30)

(4:4)

S2	<i>: Iya Miss. Kalo saya biasanya ya ada beberapa kata yang nggak tau artinya, terus ujung-ujungnya bingung maksudnya gimana. (Yes. I usually cannot understand the meaning of some words. As a result, I am confused with the content.)</i>
----	---

(Int.trans_2/L31-32)

(4:5)

Moreover, the English teacher also agreed that there were some students who failed in comprehending texts. There were some students who got bad marks when the teacher gave them some tasks about comprehending texts.

ET	: <i>Nah, iya Mbak. Reading itu salah satu skill yang masih banyak belum tuntas.</i> (That's right. Reading is one of skills which there are many unsuccessful students.)
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(Int.trans_1/L9-10)

(4:6)

The interview transcripts above state that the problems occurring in the teaching and learning process were related to the teaching method, the materials, and the teacher's and students' role. The reading activities consisted of explanation from the teacher, translating the text, and answering the questions based on the texts. The teacher always gave them a bundle of texts with the tasks. These conditions caused a problem in their reading comprehension. They lacked exposure in learning English. They did not get any other activities which could motivate them in learning English. They also found that reading English texts was useless because they did not use it outside the classroom and did not get any benefits of comprehending the texts. In addition, many students found difficulties in understanding the texts. They felt hard to find the main idea and detailed information of the texts. This problem made them lazy to follow the teaching and learning process. Based on the observation of the teaching and learning process and some interviews with the students, the field problems can be identified as follows.

Table 1. The Field Problems Related to the Teaching Learning of Reading in the XH Class of SMA N 11 Yogyakarta.

No.	Problems	Codes
1	The students seemed lazy and passive.	S
2	The students made noises in the classroom.	S
3	The students were not interested to read a long text.	S
4	The students found difficulties in understanding English texts due to limited vocabulary and background knowledge. They found it hard to find the main idea and detailed information of the texts.	S
5	The students got difficulties in answering the teacher's questions and doing the task.	S
6	The students only had a little chance to express their idea about the topic.	S
7	The activities in the teaching learning of reading were monotonous. The activities mostly translated the task and answered the questions based on the texts.	TT
8	There were limited media used in teaching learning of reading.	TM
9	The teacher never gave the students feedback at the end of the lesson	T
10	The teacher did not teach the students to use efficient reading comprehension strategies.	T

S: Student T: Teacher TM: Teaching media TT: Teaching technique

The identified field problems above shows that the problems were related to the students, teacher, teaching and learning media, and teaching and learning strategies. However, due to the limited time, energy and also fund, those problems should be determined into the most urgent problems which are going to be explained in the next subchapter.

2. Determining the Action to Solve the Problem

Having identified the field problems, the researcher determined the research problems by weighing them and working collaboratively with the English teacher. She had a discussion with the teacher to choose the field

problems based on the level of urgency. Next, they chose the most urgent problems which should be overcome. The most urgent problems were as follows.

Table 2. The Most Urgent Problems

No.	Problems	Indicators	Codes
1	The students were not interested to read a long text.	<ol style="list-style-type: none"> 1. The students still thought that English text was uninteresting as their short functional text in their Junior High School. 2. They were less motivated to get idea of the text. 3. The texts were not exciting. 	S
2	The students found difficulties in understanding English texts due to limited vocabulary and exposure. They found it hard to find the main idea and detailed information of the texts.	<ol style="list-style-type: none"> 1. The students could not comprehend the texts well. 2. They tended to translate the words one by one. 	S
3	The students got difficulties in answering the teacher's questions and doing the task.	<ol style="list-style-type: none"> 1. The students gave incorrect answer when the teacher asked them. 	S
4	The students only had a little chance to express their idea about the topic.	<ol style="list-style-type: none"> 1. The teacher only gave a chance to the students by answering the questions. 2. The students never presented their idea in front of the class. 	S
5	The activities in the teaching learning of reading were monotonous. The task mostly translating the task and answering the questions based on the texts.	<ol style="list-style-type: none"> 1. The teacher always gave the students a bundle of texts and the tasks. 2. The tasks given decreased the students' motivation before they do the tasks. 	TT
6	There were limited media used in teaching learning of reading.	<ol style="list-style-type: none"> 1. There was no specific media used. 2. The main material was only the texts and their tasks. 	TM

(continued)

(continued)

No.	Problems	Indicators	Codes
7	The teacher never gave the students feedback at the end of the lesson,	1. There was no discussion between the teacher and the students. 2. The teacher did not conclude the materials that have been given.	T
8	The teacher did not teach the students to use efficient reading comprehension strategies.	1. The students could not skim and scan the texts.	T

S: Student T: Teacher TM: Teaching media TT: Teaching technique

After determining the most urgent problems, the researcher and the English teacher discussed them. During the discussion, the researcher proposed the most feasible problems related to the reading comprehension by considering the time, fund and the ability of the researcher to conduct the research. Then they decided four field problems. The feasibility of the field problems to be solved can be seen in the table below:

Table 3. The Feasibility of the Field Problems To Be Solved

No.	Problems	Codes
1	The students found difficulties in understanding English texts due to limited vocabulary and background knowledge. They found it hard to find the main idea and detailed information of the texts.	S
2	The students only had a little chance to express their idea about the topic.	S
3	The activities in the teaching learning of reading were monotonous. The task mostly translating the task and answering the questions based on the texts.	TT
4	The teacher did not teach the students to use efficient reading comprehension strategies.	T

S: Student T: Teacher TM: Teaching media TT: Teaching technique

Those problems were interconnected to each other. The main problem was the monotonous reading activities. The reading activities only focused on reading texts, translating the meaning, and answering the questions. In other words, they decreased the students' motivation before following the activities. As a result, they made them bored, passive and less motivated to join the learning activities. They did not pay attention to the teacher's explanation and they did not learn seriously. They thought that there was no need to learn English seriously because they found that they never used English outside the classroom or outside the English subject. The teacher also did not teach any reading strategies to help them in comprehending the texts. As a result, they found difficulties in understanding English texts. Under those circumstances, the researcher needed to determine an action to solve those problems.

3. The Relationship between the Field Problems and the Actions

To solve the problems, the researcher made some action plans. The action plans were focused on improving the reading comprehension by using graphic organizers. The graphic organizers were combined with the other actions in order to solve the problems. The following table showed in which field problems could be solved with the actions that had been designed by the researcher.

Table 4. The Relationship between the Field Problems and the Actions

No.	Problems	Actions
1	The students found difficulties in understanding English texts due to limited vocabulary and background knowledge. They found it hard to find the main idea and detailed information of the	Giving the students question and answer activities as their pre-reading activities.

(continued)

(continued)

No.	Problems	Actions
	texts.	
2	The students only had a little chance to express their idea about the topic.	Implementing communicative reading.
3	The activities in the teaching learning of reading were monotonous. The task mostly translating the task and answering the questions based on the texts.	Using graphic organizers
4	The teacher did not teach the students to use efficient reading comprehension strategies.	Determining main ideas using skimming and scanning

B. Report of Cycle 1

1. Planning

In the planning step, the researcher applied some actions to support the use of graphic organizers. The actions were:

- 1) giving the students question and answer activities as their pre-reading activities,
- 2) determining main ideas using skimming and scanning,
- 3) using graphic organizers, and
- 4) implementing communicative reading.

Those actions above were aimed to facilitate the use of graphic organizers so that the students could comprehend the texts and the teaching learning process could run effectively.

The text type in this cycle focused on recount texts. The learning objectives were to enable the students to respond to a recount text accurately, appropriately and acceptably within the daily life context.

Furthermore, this cycle was conducted in three meetings. The first meeting was conducted on 29th October 2013. The researcher used Genre-based Language Teaching in the teaching method, so there were four phases in every meeting. Firstly, the researcher showed some pictures and gave questions related to recount texts to the students in BKOF. Then, the students were given a recount text, its social function, its generic structure and a complete graphic organizer in MOT. Representing the text and answering questions were conducted in JCOT phase. And for the last phase, ICOT, there was question answer activity using different text.

The second meeting was conducted on 31st October 2013. In this meeting, the activities were almost the same as the first one. The differences were in media used, the topic of the texts, and the students' activities. In this meeting, the activity focused on how the students made their graphic organizer by arranging the list of some events. In this activity the students had to work in groups to comprehend the texts. They presented their group work and discussed the tasks related to the texts.

The third meeting was conducted on 7th November 2013. The activities were also in the form of those four phases. This meeting was more focused on independent construction, so the students here had to make graphic organizer by themselves. The activity was individual text comprehension. Here are the descriptions of the activities in cycle 1.

Table 5. Description of the Activities in Cycle 1

Meeting	Date	Activities
1	29 th October	<ol style="list-style-type: none"> 1. Providing picture and questions in BKOF 2. Providing a text and a graphic organizer in MOT 3. Providing some pair works tasks in JCOT 4. Providing a text and an individual task in ICOT
2	31 st October	<ol style="list-style-type: none"> 1. Providing questions in BKOF 2. Providing a text in MOT 3. Providing some group works tasks in JCOT 4. Providing a text and an individual task in ICOT
3	7 th November	<ol style="list-style-type: none"> 1. Providing picture and questions in BKOF 2. Providing a text in MOT 3. Providing some group works tasks in JCOT 4. Providing a text and an individual task in ICOT

After all the plans were designed, they were executed in the actions and observations on the first cycle. They were done by conducting teaching and learning processes in the classroom.

2. Actions and Observation of Cycle 1

The actions were carried out in three meetings, on 29th, 31st October and 7th November 2013. During the actions, the researcher used observation checklist and camera to observe the teaching and learning process. The interviews were conducted after the meetings. The interviews provided the information through reflection and observations gathered from the students and the teacher as the participants and collaborator of the research. Students' responses to the interviews also showed their perceptions on what occurred in the classroom. Furthermore,

related to the efforts which were done in this cycle, the following descriptions are presented.

a) Giving the students question and answer activity as their pre-reading activity

Before asking the students to read the text, the researcher gave question and answer activity. The questions were used to activate the students' background knowledge of the text in order to know whether or not the students had some information about the topic given. As the media, the researcher showed them a picture to elicit to the topic.

The researcher showed a picture of one of the best beach in Indonesia using projector and asked the students' opinion about that picture. The students started to share their opinion one by one. "Beach Miss" "Sand" "Sky" "Ombak Miss" "Payung..payung." "What is payung in English?" "Umbrella" answered the other students. "People" "Pohon kelapa" "Tree" "Tree coconut" "Coconut tree" The researcher praised them, "That's very good and what else? Where can you find the most beautiful beach in Indonesia?" The students answered, "Kuta beach, Miss." "Right, this picture is Kuta beach. **Have you ever gone there?**" "Yes, Saras Miss, Satrio, Piaa." **"OK Pia, can you tell your friends about your trip to Kuta beach?"** Pia started to tell her friends about her experience when visiting Kuta beach.

(FN3)

(4:7)

At first, the students looked passive. They just looked at the researcher and kept silent at the moment, but the researcher motivated them to speak and to share their ideas. The picture used to open the question and answer activity could attract the students' attention. They looked curious and paid attention to the researcher. They also wanted to answer the researcher's questions. After that, the researcher continued it by asking the students about their experience dealing with the topic.

This activity was aimed to provide an opportunity for them to be more active and prepare for the whole-class discussion.

Pia started to tell her friends about her experience when visiting Kuta beach. “Two years ago I visit Bali. I go to Kuta beach with my friends in Junior High School.” “How about the condition of the beach?” asked R. “The beach is very beautiful. There is white sand and blue sky. The beach is also very clean. We can find many people in there.” R praised Pia, “Wow, great. Thank you Pia.”

(FN3)

(4:8)

In reference to FN3, the opportunity for the students to share their experience was effective to encourage the students' willingness to use English. It was continued with the discussion with the researcher. At that moment, the students' behavior was looked more active than that at the first time. They gave good responses actively although they made some mistakes related to the grammar used. In this activity, the researcher tried to use English as often as possible and corrected the grammar used for the next activities.

- | | |
|----|---|
| R | : <i>Awal pelajaran tadi gimana menurut Finda?</i> (What do you think about our class today? The beginning maybe?) |
| S3 | : <i>Asiik Miss.</i> (It was interesting Miss.) |
| R | : <i>Asik gimana?</i> (What do you mean?) |
| S3 | : <i>Ditunjukin gambar pantai. Siapa sih yang belum pernah ke pantai Miss. Pasti dikelas tadi udah pernah semua. Ya walaupun tidak semua pernah ke Kuta, tapi paling nggak bisa bayangin.</i> (Being showed a picture of beach. Who haven't gone to beach? I'm sure all of students in the class have ever visited beach. However, some of them have not visited Kuta yet. At least, we can imagine that Miss.) |
| R | : <i>Pertanyaan-pertanyaan yang Miss kasih tentang gambar tadi susah nggak?</i> (How about the questions given to you? Are they difficult?) |
| S3 | : <i>Enggak kok Miss, cuma nyebutin apa aja yang di gambar sama cerita. Nah yang susah tu ceritanya tadi Miss.</i> (I don't think so. That only mentioned what in the picture are and telling story. But, that was the most difficult.) |
| R | : <i>Susahnya gimana?</i> (What is the difficulty?) |
| S3 | : <i>Nggak tau vocabnya Miss.</i> (I didn't know the vocabulary.) |
| R | : <i>Kan awalnya udah dibahas tentang vocab apa aja yang muncul saat ngomongin pantai.</i> (We had discussed all the vocabulary related to beach |

	before, haven't we?)
S3	: <i>Kalo udah dibahas kaya tadi sih gampang Miss, hehe (It became easier after we had discussed like what we have done, Miss.)</i>
R	: <i>Terus hubungan nya sama teks yang diberi gimana tadi? Susah nggak? (So, what is the relationship with the text before? Is that difficult?)</i>
S3	: <i>Mudah kok Miss, kan beberapa vocab sudah ditanyain Miss sebelumnya. Jadi pas baca teks nya tinggal mbayangin piknik ke Bali lagi gitu aja Miss. (It is easy now, because we had discussed a number of vocabularies. So, when we read the text, we can easily imagine going to Bali again.)</i> (Int.trans_4/L7-26)

(4:9)

S5	: <i>Awalnya menarik Miss, diliatin gambar pantai itu. (The beginning was attractive. We had been showed a picture of beach.)</i>
R	: <i>Cuma menarik aja? Ada gunanya nggak? (Only attractive? Is there any function?)</i>
S5	: <i>Oh iya Miss, latian vocab. Terus, emmm membantu bayangin gimana suasana pantai Miss, apa aja yang ada dipantai gitu Miss. (Yes. We learnt some vocabularies related to that picture. Then, it helped us to give clear description about that place.)</i> (Int.trans_6/L4-7)

(4:10)

The interview transcripts above show that the question and answer activities between the researcher and the students could make the class more alive. The teaching and learning process was not a teacher-centered anymore but there were some interactions among the members of the class. However, there were only the students sitting at the front rows who responded the question actively.

b) Determining main ideas using skimming and scanning strategies

The researcher gave the students a recount text, entitled *Visiting Bali*. The students felt happy because they could easily imagine how beautiful Bali is. The researcher then directly instructed the students to read the text in one minute. One minute later the researcher asked the students to stop reading. Nevertheless, the students answered that they did not finish reading the text only in one minute. After facing this problem, the researcher explained to the students how to read a

short text only in one minute. It was attracted the students' attention to be focused to the researcher's explanation. In this activity, the researcher taught about determining main ideas using skimming and scanning.

The researcher gave the students a recount text about experience holiday in Bali titled *Visiting Bali*. After all students got the text, the researcher instructed the students to read the text in one minute. One minute later the researcher asked the students to stop reading but no one finished reading in one minute. "Well, don't read all the words. Read only the keywords in every paragraph. Understand? Can we try now?" **The students paid attention to the researcher's explanation curiously and answered, "Yes Miss."** "But before we start, let's study the difficult words first." Finishing applied that strategies, the researcher asked the students about the main ideas or the content. Then, the students answered noisily showing their ideas.

(FN3)

(4:11)

The students gave a positive response when the researcher instructed them to skim and to scan the text to get the main ideas. As a result, they could practice those strategies clearly. Moreover, they felt less burdened because they must not read all words in the text. The interview transcript below shows that the strategies made good impact to the students.

R : *Skimming sama scanning nya tadi gimana?* (How about your skimming and scanning?)
 S10 : *Bisa Miss. Ternyata pakai cara itu lebih cepet ya Miss.* (Yes, I can do it. In fact that way was faster.)
 R : *Tapi kamu paham nggak?* (Did you understand or not?)
 S10 : *Lumayan paham Miss, daripada baca sambil ngartiin satu-satu cara ini lebih efektif. Terus teks yang tadi kan lumayan panjang Miss. Dulu kalo liat teks panjang langsung pusing, sekarang udah enggak lagi Miss kan yang dibaca nggak semuanya. (It was better than when I translated it and more effective. And also, the text was longer than before. I used to be dizzy when facing the long text, but now I do not because I must not read all the words.)*

(Int.trans_9/L5-11)

(4:12)

c) Using graphic organizers

The researcher at first gave a model of graphic organizer in the form of flowchart to present a recount text, entitled *Visiting Bali*. It was to attract the students to face a text in different form. The researcher asked the students to read the graphic organizer. The students found that graphic organizer showed the main idea of each event in the text. It made the students prefer to learn the graphic organizer than the original text because it was also shown in some boxes which were more effective and interesting.

The use of graphic organizers in presenting the texts could grab the students' attention. They did not perform the behaviors like those in the previous lesson when the researcher came for the preliminary observation.

After the explanation was over, the researcher gave the example of graphic organizer in the form of flowchart about recount text that has been given before. The researcher asked the students to study the flowchart for awhile. **The students enthusiastically studied it without any noise.**

(FN3)

(4:13)

The fields note above shows that there were improvements in the students' behaviors during the researcher's explanation. There was no student who talked to one another and ignored the researcher when she explained the use of graphic organizers. The students paid attention to and listened to the explanation and finally they followed the teaching and learning process. They were also eager to answer the questions although they still did some mistakes.

Moreover, there was an improvement in their reading interest. The students' interest can be seen in the following interview transcripts.

- R : *Apa lagi?* (What else?)
 S5 : *Terus mudah paham Miss karena ada flowchart nya tadi kan event-event nya lebih jelas, lebih gampang dipahami, dan menarik.* (And it was easier to understand because there was flowchart, **so that the events were clearer, easier to be understood, and interesting.**)

(Int.trans_6/L8-10)

(4:14)

- R : *Oya, menurut kalian gimana pembelajaran pake graphic organizer tadi?* (What do you think about our learning activities using graphic organizers?)

- S6 : *Beda Miss.* (It was different Miss.)

- R : *Beda gimana maksudnya?* (What do you mean?)

- S6 : *Kan kalo pelajaran reading biasa paling cuma baca sama jawab pertanyaan Miss, nah kalo tadi kan kita nggambar-nggambar graphic organizer nya juga, sama diskusi kelompok tadi Miss. Jadi beda nya disitu, hehe* (Regularly we had reading class by reading texts and answering the questions as usual. However, today we drew the graphic organizer in our reading class and also had group discussion. **So it became different.**)

- R : *Kalo menurut Farida gimana?* (How about you Farida?)

- S7 : *Ya sama sih Miss. Dari segi kegiatan emang beda, jadi nggak cepet bosen Miss.* (It was the same Miss. **In term of activities, those were different. So we could not get bored immediately.**)

(Int.trans_7/L4-14)

(4:15)

- R : *Oh.. nah kalo dari semua kegiatan tadi yang paling menarik Juan yang mana?* (From all of our activities, what is the one which is the most interesting for you, Juan?)

- S8 : *Nggambarnya tadi Miss. Kan pertama kelompokan, nah aku yang buat gambarnya, yang lain mikir isinya.* (**Drawing the graphic organizer Miss. In our group discussion, I drew the flowchart and the other found the answer.**)

- R : *Woo.. kamu nggak mau ikut mikir ya?* (You did not participate to find the answer, did you?)

- S8 : *Tapi kan saya nulis juga Miss, jadi bisa dong maksudnya juga.* (But, I wrote it down, so I understood the answer too.)

(Int.trans_8/L14-19)

(4:16)

In addition, the use of graphic organizers could enhance the students' ability in understanding a text. The students read the original text by using skimming and scanning strategies. Then, they had to write down the main idea of

each event in their graphic organizer. This activity made deep understanding about the content of the text. It can be seen from the following interview transcripts.

R	: <i>Nah, kalo menurut kalian graphic organizer yang kalian buat tadi membantu nggak?</i> (Do you think that the graphic organizers help you?)
S6	: <i>Jelas membantu lah Miss.</i> (Yes, I do.)
R	: <i>Membantu disebelah mana coba?</i> (In what matter do they help you?)
S6	: <i>Ya kan dari graphic organizer yang kita buat kita bisa tau pilah-pilahan event nya Miss. Sama pas kita buat graphic organizer kan kita baca juga terus ditulis lagi, jadi lebih cepet inget maksudnya Miss. (We could see the part of events in our graphic organizer we had made. And also, when we made the graphic organizer, we read the text first. Then we wrote down what we had read. So that, we easily remembered what was the content.)</i>

(Int.trans_7/L15-22)

(4:17)

R	: <i>Graphic organizer nya membantu nggak? Apa malah ngribetin?</i> (Did the graphic organizer help you? Or made it more difficult?)
S9	: <i>Membantu Miss, terutama membantu memahami pokok-pokok intinya gitu Miss. Jadi lebih praktis saat memahami bacaan. (Helping Miss, especially it helped in understanding the main idea of each event. So it became more practical when comprehending a text.)</i>

(Int.trans_8/L34-36)

(4:18)

Additionally, after finishing their graphic organizers the students had to present their work in front of the class. This activity trained the students to share their idea in front of the class in English. The main problem why they rarely spoke in English was that they were afraid of making mistakes when they spoke in English. Besides limited vocabulary, the problem came from the students' grammatical ability. So, the researcher spent some minutes to drill them about grammar used in recount texts. Indeed, there was no reason they could not present their work in front of the class.

“Finished?” “Yes Miss.” “OK Nisa, please present your flowchart in front of this class,” the researcher asked one of the students to present her work in front of the class. “Oh no, me? No Miss, I am shy.” “It’s no problem, just try.” “It is OK Miss, but apologize me when I make some mistakes.” **Nisa then presented her flowchart and followed by another student.**

(FN4)

(4:19)

“Now, work in group of four. You may turn back your chair if you need. I’ll give you a text. Then your group work is to make the graphic organizer in the form of flowchart.” The researcher gave a recount text and a blank paper in each group. “After you have finished your work, the leader of the group will present the result. Okay, first is there any difficult word?” Before continuing, the researcher and the students discussed the difficult words first in order they could comprehend the text easily. They had finished doing the task. **Each group presented the result of their group work and explained each event.** Finally they discussed some different idea, which the best answer was.

(FN5)

(4:20)

d) Implementing communicative reading activities

In order to facilitate the use of graphic organizers, there were some reading tasks created, such as matching, true-false tasks, jumbled paragraphs, vocabulary guessing meaning, essays, and multiple choice tasks. Indeed, those various tasks could vary the reading activities. This action can be seen from the interview transcript with the English teacher below.

R : *Tentang materi yang saya gunain bagaimana Bu? Tugas-tugas nya?*
(How about my materials Ma’am? And the tasks?)

ET : *Sudah bagus Mbak. Sudah bervariasi mulai dari yang gampang, ada menghubungkan, benar-salah, arti-arti vocab, paragraph acak, pilihan ganda, sama esai tentang comprehension nya Mbak. Kalo reading kan yang penting comprehension nya itu Mbak, saya kira tadi Mbak Dewi nggak nyediain yang buat comprehension test nya. Tapi ternyata malah kompli.* (Those were good. There had been various tasks from the easy one. **There were matching, true-false tasks, vocabulary guessing meaning, jumbled paragraph, multiple choice tasks and the reading comprehension tasks. In reading skill, the most important task is the reading comprehension task.** Firstly, I think you don’t prepare it. You make it more complete instead.)

(Int.trans_10/L16-22)

(4:21)

The tasks were divided into two tasks whose outcome included spoken and written language. Those tasks were conducted in communicative reading activities. The activities contained of individual work, pair work and group work. They involved the students in reading texts using skimming and scanning strategies and discussing the text to draw graphic organizers, and sharing their information in the form of graphic organizers.

At the first meeting, there were two tasks which were intended to check the students' understanding of the explanation from the researcher. The first one was a true-false task. In this task, there were some statements and the students had to state it whether it was true or false based on the text given. If there was false answer, the students then had to write down the correction. Before doing this task, the students had to read by using skimming and scanning strategies. The other task was answering the questions. They did the tasks in pair so they could share their ideas.

The students enjoyed working in pairs and felt interested in reading the texts. They also got some new vocabulary to learn. They tried to match them with the meaning based on the context. This task was aimed to help the students learn to predict the meaning of words and to make the students did not rely too much on the dictionary like that before. The tasks were effective enough to improve their vocabulary. This conclusion was reached based on the interview transcript below.

- | | |
|----|---|
| R | : <i>Afifah, pertanyaan yang sama buat kamu. Gimana pelajarannya tadi?</i>
(Afifah, the same question for you, how was our class?) |
| S4 | : <i>Enak Miss. Lebih paham juga. Biasanya kalo baca teks itu susah ngartiinnnya Miss, tapi kalo tadi kan kata-kata sulit udah dibahas jadi lebih gampang memahaminya. Nambah vocab baru buat saya juga Miss.</i>
Nice. It was more understandable. I used to hardly translate the meaning |

- but our class today had discussed all the difficult words, so it became easier. Moreover, I got some new vocabularies.
- R : *Terus gimana masalah diskusi soal-soal?* (How about the task discussion?)
- S4 : *Gampang Miss, soalnya nggak susah. Terus dikerjain bareng-bareng, jadinya nggak mbosenin kaya kalo ngerjain sendiri. Pokoknya lancar jaya Miss. (It was OK. The question was not too difficult. We did it in pair so it did not make us fell bored. Overall, it was great.)*
- (Int.trans_5/L1-10)

(4:22)

The tasks were considered challenging for the students. Although they found that the text contained some difficult words, they felt that the text and the tasks were interesting because they could work together with their friends. The evidence can be seen on the interview transcript below.

- R : *Hmm.. kamu itu ngeles terus. Pair works nya lancar nggak tadi?* (Hmm.. you always avoid me. Well, did your pair works run well?)
- S5 : *Lumayan lancar Miss. Menurut saya soalnya yaa lumayan susah tapi berhubung ngerjain berdua jadi lebih cepet Miss. Bisa diskusi. (Little bit. I think the task was quite difficult. Because we did it in pairs, it will be easier. We could have discussion.)*
- R : *Diskusi apa ngobrol?* (Discussion or chatting?)
- S5 : *Haha.. dua-duanya Miss.* (Haha.. both of them.)
- (Int.trans_6/L24-28)

(4:23)

The interview transcript above shows that the students collaboratively worked in the reading tasks. The students could manage the pairs discussion. The strategy made the reading class a more effective learning environment.

The students looked active dealing with the task. Despite their noises, they looked active in finding the meaning of the difficult words. They also could interact well with the researcher and their friends. After they had finished answering the questions, the researcher and the students started the discussion.

The students looked active answering the questions. It could be seen in the field note below.

The students did the individually task for about 15 minutes. The time was up. "Now, who wants to answer number 1?" **Many students raised their hand enthusiastically.** "Wow.. OK, let's have Putra then," the researcher pointed out the student who was looked noisier than the others. "So, what is the answer?" "Wedding ceremony Miss." "Well, whose wedding ceremony is it?" "Hah, what?" "Pernikahan siapa?" "Oh, the writer's cousin kan." "Good, number two?" Some others students raised their hand again.

(FN4)

(4:24)

Group work activities were conducted at the second meeting. In this activity the students learnt to cooperate with their friends. The aim of this activity was to get the more effective and faster way when doing the task. However, if they could not cooperate well, it took longer time and inefficient. The students looked enthusiastic and excited when working with the members in their groups, and they seemed interested with the activity. Most of the students were busy working. They worked well in a group despite their noises.

After that, the researcher gave blank flowchart with some random list of events. The students' task was to arrange that events into a good and well-organized flowchart in group of four. "OK, still work in pairs. Now I want you to do this task. Match the questions in box A with the answer in box B." **Although the researcher gave shorter time to do the task, some groups could finish it well.** "Any question?" "No."

(FN4)

(4:25)

During the group works, there was a group who had a conflict. Not all of their group members participated the task. As a result, they failed to do the task. The researcher then encouraged the group to handle the situation because they could do nothing except kept on working with the group as their responsibilities. After the discussion session was over, each group shared their result to the class

by doing a short presentation. In this session, the groups took turns presenting their results. Some students were nervous and unconfident because they did not know how to speak in English and felt worried about making mistakes. The researcher then motivated them. Finally, she led the class discussion after all of the groups presented their result. Most of the students were involved in this learning activity actively.

- | | |
|----|--|
| R | : <i>Kerja kelompok nya gimana tadi?</i> (How was your group work?) |
| S9 | : <i>Haduuh Miss, kelompok ku parah Miss. Pada gak kompak, yang ngerjain cuma dua orang, yang lainnya malah ngobrol sendiri. (Oh my God, it was very messy. It was not cohesive group because there were only two persons who did the task. The others talked their own business.)</i> |
| R | : <i>Lha tadi sebelum kelompokan Miss bilang apa?</i> (What did I say before the group work activity?) |
| S9 | : <i>Iya Miss, group management.</i> (Group management.) |
| R | : <i>Itu tau.. kesalahan siapa hayo?</i> (You saw that. So, whose fault was it?) |
| S9 | : <i>Ya salah kita Miss.</i> (Ours.) |
| R | : <i>Udah tau salah kan? Besok jangan di ulang lagi kalo sama Bu Tyas juga.</i> (Good, you see that. Don't repeat that please, and also in Mrs. Tyas class.) |
| S9 | : <i>Siaaap Miss.</i> ((OK, Miss.) |
- (Int.trans_8/L37-46)

(4:26)

By conducting group works, the students enjoyed the learning activity and they felt so exited working with their friends. When they worked in groups, there were relaxed atmosphere among the students and the researcher. The following interview transcript reflects this problem.

- | | |
|----|---|
| R | : <i>Kalo menurut Farida ni, enak ngerjain sendiri apa kelompok?</i> (Which one do you prefer Farida, individual work or group work?) |
| S7 | : <i>Ya jelas kelompokan Miss. (Of course group work.)</i> |
| R | : <i>Kenapa emang? Jadi nggak ikut ngerjain gitu?</i> (Why? You did not participate to do the task, right?) |
| S7 | : <i>Bukan lah Miss, kalo kelompokan kan cepet selesai Miss. Selain itu kita juga bisa diskusi pendapat masing-masing trus dipilih yang paling bener gitu Miss. Suasananya lebih nyantai walaupun ngerjain tugas. (Not at all. If we did it in group, it will be done faster. On the other hand, we</i> |

<p>could share our opinion first and next chose the best answer. The atmosphere was more relaxed though we were doing the task.)</p>

(Int.trans7_L23-29)

(4:27)

3. Reflection of Cycle 1

After implementing the action, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the action. The researcher also had interviews with the English teacher and students after the implementation. The reflections were used to plan the actions that would be implemented in the next cycle. The following descriptions represent the result of the reflection.

a) Giving the students question and answer activities as their pre-reading activities

Oral question and answer activities in the beginning of the lesson could make conducive atmosphere in the classroom and motivate the students to try to speak in English, although they were not completely done in English. Therefore, they could make the next tasks more explicit and could help the students activate their background knowledge which were useful in comprehending the texts. As a result, the students were willing to try to speak English when they answered the questions. Nevertheless, there were only the same students who frequently answered the questions. The other students preferred to be passive and did not want to participate because they were shy to make mistakes.

b) Determining main ideas using skimming and scanning strategies

Skimming and scanning strategies could be the effective way to get the main idea of a text. Firstly, some students had thought that reading activity was boring because they had to read all the single words to get the content of the text. However, after the researcher taught these reading strategies, the students felt unworried when the researcher gave them longer texts.

On the other hand, there must need more time before the students started to read the text using skimming and scanning strategies. The researcher and the students discussed the difficult words first in order to get the main idea of the text clearly.

c) Using graphic organizers

The use of graphic organizers in presenting the texts could attract the students' attention at first. As a result there were improvements in their behaviors. Most students carefully listened to the explanation and there were no students who talked to their friends during the explanation.

Moreover, the graphic organizers were proven to be effective to improve the reading interest of the students. The activities were different from the usual activities in a reading class. The students were interested with the activities because they found that the activities were not boring.

In addition, the use of graphic organizers could enhance their reading comprehension, although they needed more time to draw the graphic organizer. As the result, they could easily answer the tasks given by the researcher.

d) Implementing communicative reading activities

The researcher implemented reading activities which were communicative to create various and interesting reading tasks. This communicative reading activity could help the students to practice the reading strategies, like skimming and scanning. In the end, those strategies could help the students to comprehend the text well. This action could vary their reading activities, and it was effective to decrease their boredom and finally they could be cooperative and active during the teaching and learning process.

The variation of the tasks, such as matching, true-false, multiple choices, and reading comprehension could vary the reading activity and considered to be challenging to the students although they found some unfamiliar and difficult words. On the contrary, they also found themselves having vocabulary improvement.

Moreover, using group work was an effective way to improve the students' involvement during the teaching and learning process. The students looked more enthusiastic when working with their friends. Furthermore, the group work activity could also engage the students' individual performance which would influence group performance. In the information gap activity, all students tried to understand the text and complete the table. The students shared their idea in front of the class to present the result of their group work. As a result, every student had an equal responsibility and opportunity to contribute to their group performance.

On the other hand, the group work activities made some disadvantages. Although most of the students were actively involved, there were some students

who were not involved in the group discussion. Moreover, it was difficult to handle the students' noises during the group activities.

4. Summary of Cycle 1

Based on the reflection of Cycle 1, there were some successful and unsuccessful actions as follows.

a) Successful Actions

- 1) The question and answer activity in the beginning of the lesson could activate the students' background knowledge. The picture given to elicit the questions also facilitated them to imagine the topic. Then, they could respond to the questions from the researcher. Moreover it could help the students activate their background knowledge and could maintain their readiness when they had to deal with the texts.
- 2) The use of graphic organizers as the technique could improve the students' understanding about the texts. In addition, this activity was new for them, so it challenged the students to do this kind of activity in reading. Overall, the students were more motivated in reading class.
- 3) The implementation of communicative reading which was presented as variation of the tasks and activities could vary the teaching and learning process. Moreover, those tasks and activities increased the students' reading interest and decreased their boredom.
- 4) The communicative activities were successful to provide the students comprehensible input of both spoken and written language and made the class more communicative.

- 5) The group work activity could increase the interaction between the teacher and students and also interaction among students.
- b) Unsuccessful Actions
 - 1) In the question and answer activity, most of the students who wanted to participate were just the same students, even there were some others.
 - 2) There were students who did not want to participate in the group discussion because the group management was low. Therefore, the students preferred chatting to doing the tasks. This problem was caused the group that was unable to work optimally in groups and also disturbed the other groups' performance.

C. Report of Cycle 2

1. Planning

The result and the reflection of Cycle 1 provided the basis for planning Cycle 2. The English teacher and the researcher concluded that there were some aspects which had to be improved. Some successful actions in the first cycle were applied by the researcher while revising the unsuccessful actions. The first problem dealt with the media used in eliciting to the topic. In Cycle 1, the researcher used pictures as the media, so in Cycle 2, the researcher planned to use videos to reduce the students' boredom. Then, the time management of conducting the group works activity in Cycle 1 was still less effective. The focus of the improvement was still the same as that in Cycle 1 where there was improvement the students' reading comprehension.

In Cycle 2, the researcher and the English teacher planned to implement similar action like that. In Cycle 1, the actions are as follows:

1. giving the students question and answer activities as their pre-reading activities;
2. determining main ideas using skimming and scanning strategies;
3. using graphic organizers; and
4. implementing communicative reading.

The implementation of this cycle was conducted in two meetings. It was on 12th and 14th November 2013. Because of the limited time, the school only gave two meetings left to do the research since the students had to prepare their semester examination. In this cycle, the text type used was narrative text. The learning objectives were to enable the students to respond to a narrative text accurately, appropriately and acceptably within the daily life context.

The fourth meeting was on 12th November 2013. As in cycle 1, the researcher used Genre-based Language Teaching in the teaching method, so there were four phases in every meeting. Firstly, the researcher showed a video for icebreaking and gave questions related to recount texts to the students in BKOF. Then, the students were given a narrative text, its social function, its generic structure and a complete graphic organizer in MOT. Representing the text and answering questions was conducted in JCOT phase. Moreover, for the last phase, ICOT, there was a question answer activity using different text.

Meanwhile, the last meeting was on 14th November 2013. The activities were almost the same as that of the fourth meeting, but the researcher made this last meeting more focused on the independent activity and individual assessment.

Table 6. Description of the Activities in Cycle 2

Meeting	Date	Activities
4	12 th November	<ol style="list-style-type: none"> 1. Providing questions in BKOF 2. Providing a text and a graphic organizer in MOT 3. Providing some group works tasks in JCOT. 4. Providing a text and an individual task in JCOT
5	14 th November	<ol style="list-style-type: none"> 1. Providing a video and questions in BKOF 2. Providing a text in MOT 3. Providing pair works tasks in JCOT 4. Providing a text and an individual task in ICOT

2. Actions and Observation of Cycle 2

In this cycle the researcher and the English teacher agreed to use narrative texts because it was also stated in the SKKD. The researcher used folktale as the theme in the fourth meeting and used fable as the theme in the last meeting.

a) Giving the students question and answer activities as their pre-reading activities

In the fourth meeting, the researcher started the class by reviewing the previous lesson. It was aimed to check the students' understanding before moving to the next materials.

Before moved to the new topic, the researcher checked the students' understanding by giving some questions. "Do you still remember what recount text is?" "Retell about past experience." "Good, what is the other indicator of recount text?" "There is orientation, events, and re-orientation." "Well. What else?" "Grammar Miss." "How about the grammar?" "Past.. past tense." "And

what else? What have you learned before?” “Oh, graphic organizer ya Miss.” “What kind of graphic organizer do you use in recount text?” “Flowchart Miss,” the students answered the questions enthusiastically.

(FN6)

(4:28)

Besides checking the students’ understanding, the activity led the students to move to the new topic about narrative text which was almost the same as recount text. In the activity, they students looked active. The students tried to speak in English in the question and answer activities. They answered the researcher’s questions enthusiastically. Most of the students still remember the previous material. After that, the researcher introduced the new topic to the students by showing the picture in the screen.

The researcher showed a picture from the projector and gave them some questions related to the picture. “What can you find from that picture?” The students answered the question noisily, “Queen Miss. Princess Miss.” “Good, what does she wear?” “Crown Miss, gown Miss.” “And then, where does she live?” “In ‘istana’ Miss, what is ‘istana’ in English?” “OK, what is ‘istana’ in English? Anyone?” “Emmm.. what what? That’s it Miss.. emmm ya palace.” “Yess, that’s true.”

(FN6)

(4:29)

The FN6 shows that the students looked active and responded to the questions enthusiastically. The researcher tried to encourage the students to speak and to share their ideas, praise them for what they got right, and help them to find new vocabularies about the topic.

R	: <i>Hai Aulia, makasih ya udah mau bantuin Miss Dewi. Miss mau tanya nih tentang kelas kita tadi awalnya menurut kamu gimana?</i> (Hi Aulia, thank you for helping Miss Dewi. I want to ask your comment about the beginning of our class.)
Aulia	: <i>Seru Miss, gambar princess jadi suka deh.</i> (It was okay Miss, there was princess picture. I liked it.)
R	: <i>Tadi pertanyaan-pertanyaan nya bisa jawab kan?</i> (Can you answer all the questions?)

Aulia : *Bisa kok Miss. Lebih mudah tapi ya ada satu vocab yang nggak tau tadi Miss. Akhirnya bisa juga Miss dibantu yang lain. (Yes, I can. It was easier but there was a vocabulary that I did not know in English. Finally, I could answer because the other helped.)*

(Int.trans11/L1-6)

(4:30)

R : *Haha.. It's okay. Oya, Miss mau tanya kalian gimana pendapat tentang kelas kita tadi. Awal-awalnya gimana? (Haha.. It's okay. I want to ask your opinion about our class. About the beginning?)*

S12 : *Good Miss, goood. (Good Miss, goood.)*

R : *Good. Kenapa hayo? (Why do you say it was good?)*

S12 : *Tanya jawab nya lebih lancar Miss. Buat saya vocab nya lebih familiar. Temen yang lain juga rame, jadi saya ikut semangat juga. (The question answer activity was clearer. The vocabularies were more familiar for me. The other students were enthusiast, so I became more enthusiastic too.)*

R : *Kalo menurut Iqbal gimana? Tadi ikut jawab gak? (How about you Iqbal? Did you participate to answer?)*

S13 : *Saya tadi ikut jawab juga Miss lancar. (Yes, I answered it fluently Miss. It was interesting.)*

(Int.trans_12/L4-11)

(4:31)

In reference to the interview transcripts above, it can be seen that there were improvements on the students self confidence and the motivation in joining the teaching and learning process. Although, the students still made some noises in the classroom, but the researcher could reduce the noises by giving turn to the students to answer it orderly. Moreover, the reading comprehension of the students who participated in this activity were increased from those in Cycle 1.

b) Determining main ideas using skimming and scanning strategies

The researcher continued the action in Cycle 2 by asking the students to use skimming and scanning strategies during reading activities. There was no significant difference between Cycle 1 and Cycle 2, but there was an improvement at the students' way in skimming and scanning. The use skimming and scanning

strategies in this cycle could help the students to find general and specific information from the text. The evidence can be seen from the interview transcript below.

R	: <i>Gimana skimming dan scanningnya? Susah dipahami gak teks nya? (How was your skimming and scanning? Was the text easy to understand?)</i>
S15	: <i>Sedang-sedang aja kok Miss. Skimming sama scanning nya juga lancar soalnya udah berkali-kali Miss dari pertemuan pertama itu. Jadi kita udah semakin terbiasa. Lagian kalo teks nya panjang kaya tadi, males juga Miss kalo baca kata per kata, kalimat per kalimat. Malah-malah waktunya abis duluan. (It was in the middle Miss. The skimming and scanning also run well because we had done it for many times from our first meeting. So, we were getting to be accustomed to do that. Moreover, if the text was as long as that text, I would be lazy to read it word by word, sentence by sentence. Maybe, I would lose the times given first.)</i> (Int.trans_3/L9-14)

(4:32)

From the explanation above, the use of skimming and scanning strategies could help the students to read the text efficiently. After the treatment, the students were familiar in using the strategies, so that they could practice it easily.

c) Using graphic organizers

The procedures of doing the actions were the same as that of Cycle 1. The researcher gave a model of graphic organizer in the form of story map to present a narrative text. The researcher asked the students to read the graphic organizers and gave a little explanation about that.

<p>After analyzed the generic structure of the text, the researcher gave the graphic organizer in the form of story map. She explained the function of each graphic organizer in every different text. Graphic organizer consisted of the important information of the text. The difference was in story map, there were some information which were not stated directly.</p>
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(FN6)

(4:33)

Moreover, in this activity, the students enjoyed the reading class. Although there were some noises, the activity ran well. They were interested in doing the task and could fulfill the questions in the Story Map because they were curious to find out the answers which sometimes could not be found explicitly in the text. The interview transcript below shows the evidence.

- | | |
|-----|---|
| R | : <i>Dari semua kegiatan tadi yang paling Aulia suka yang mana?</i> (From all of our activities, what did you like at the most?) |
| S11 | : <i>Ngisi story map nya yang karakter Miss. (Completing character box in the story map.)</i> |
| R | : <i>Kenapa kok suka yang itu?</i> (Why did you like that?) |
| S11 | : <i>Kan dari bacaannya kita jadi tau karakternya dia baik apa nggak gitu Miss.</i> (Because from the text, we could find the character which was good or bad.) |
| R | : <i>Kan karakter itu nggak cuma baik sama buruk.</i> (You know, the character were not only good or bad, right?) |
| S11 | : <i>Iya Miss, misalnya patuh, rajin, dll.</i> (Yes Miss. Such as, obedient, diligent, etc.) |
- (Int.trans_11/L16-22)

(4:34)

In addition, the use of graphic organizers could improve the students' ability in understanding a text. They read the original text by using skimming and scanning strategies. Then, they had to fulfill their graphic organizer by answering the questions. From this activity, the students could understand the content of the text well. It can be seen from the following interview transcripts.

- | | |
|-----|--|
| R | : <i>Kalo story map nya tadi membantu nggak?</i> (Did the story map help you?) |
| S11 | : <i>Iya Miss.</i> (Yes, Miss.) |
| R | : <i>Membantu gimana contohnya.</i> (Give me example if it helped you.) |
| S11 | : <i>Ya kalo di apa Miss, graphic organizer itu kan yang di tulis lagi itu yang pokok-pokoknya aja Miss. Nah, itu yang membantu saya inget sama isinya Miss.</i> (If in what? Emm.. graphic organizer. In that, we only wrote down the main idea. So, it helped me to remember the content of the text.) |
- (Int.trans_11/L10-15)

(4:35)

- R : *Graphic organizer nya membantu nggak?* (Did the graphic organizer help you?)
 S12 : *Membantu Miss.* (Yes, it helped us Miss.)
 S13 : *Membantu mengingat informasi penting Miss.* (**Helped to recall the important information Miss.**)
 S12 : *Betul Miss, kan kita baca, terus ditulis lagi yang penting-penting di graphic organizer nya Miss.* (**That's right. First we read the text. Then, rewrote the important thing in the graphic organizer.**)
 (Int.trans_12/ L34-38)

(4:36)

- R : *Oya graphic organizer nya membantu gak?* (Oya, did the graphic organizer help you?)
 S16 : *Siapa nih Miss yang jawab?* (Who answers Miss?)
 R : *Siapa aja deh, Viny juga boleh.* (It's up to you. Maybe Viny.)
 S18 : *Membantu Miss.* (Yes it helped Miss.)
 R : *Membantu gimana?* (What do you mean by helping you?)
 S18 : *Membantu memahami informasi pentingnya Miss.* (**Helped us in understanding important information.**)
 R : *Ahh masa, apa buktinya?* (Really? What is the evidence?)
 S17 : *Loh kemarin pas UTS pada keluar lho Miss.* (We faced it in UTS Miss.)
 R : *Apanya yang keluar?* (What did you face?)
 S16 : *Kemarin itu ada event-event nya Miss. Sama karakter juga yang pas di teks naratif.* (**When we were in UTS, there were some events to be asked. And also the character in narrative text.**)
 (Int.trans_14/119-38)

(4:37)

The English teacher also agreed that the use of graphic organizer could improve the students' reading comprehension and could enhance their reading motivation. The evidence is presented in interview transcript below.

- R : *Ibu ini saya sudah selesai. Gimana pendapat Ibu sendiri tentang teknik yang saya gunakan? Apa membantu siswa memahami teks atau gimana Bu?* (Ma'am, I have finished my research. What do think about the technique I used? Does it help students in understanding a text?)
 ET : *Oh itu iya Mbak, soalnya membuat graphic organizer itu kan perlu membaca dan menulis ulang informasi penting nya Mbak. Nah, dari situ kan siswa merekam informasi nya juga tidak cuma sekali jadi ya mereka harusnya bisa lebih paham sama teks yang mereka baca.* (**Yes, it is. In designing graphic organizer, the students have to read and rewrite the important information. From the activity, they record the information not only once, so they should be more understood about the text they read.**)
 (Int. trans_15/L1-8)

(4:38)

d) Implementing communicative reading activities

In the fourth meeting, after the students finished doing the question and answer activity, the researcher gave them a narrative text and a graphic organizer in the form of story map. They had to read them first. Then they had to work in groups of four to do the vocabularies guessing meaning and the comprehension tasks. In this activity, the students discussed it in groups of four and the researcher monitored them and finally she led the discussion in front of the classroom. The students were active to answer the questions. The activity is presented in the following field note.

After understanding the text and its graphic organizer, the researcher asked the students to work in group of four to do the task about vocabulary mastery. The researcher and the students then discussed it. Still working in group, he researcher gave a task related to students' comprehension about the text. The time was up, and they discussed it together.

(FN6)

(4:39)

In addition, working in group was still applied in this cycle. The students had to make their own graphic organizer namely, Story Map. The researcher hoped that there was no more problem about group management so that she kept walking around the group work to check their work cooperation. As a result, they could improve their group work as presented below.

R : *Hai.. kalian tadi sekelompok ya pas work in group?* (Hi, you all worked in a group, right?)
 S17 : *Iya Miss.* (Yes Miss.)
 R : *Lancar kan ngerjainnya? Enak kerja individu apa kelompok?* (Did your work run well? Do you prefer working individually or in group?)
 S18 : *Lancar Miss, kita bagi tugas tadi. Terus didiskusiin bareng makanya cepet selesai. Oo jelas enak kelompokan lah Miss. Kita jadi lebih kompak. (Yes, we did, we divided our duty each other. Then we discussed*

together so that we finished it earlier. Of course we preferred in group. It made us more solid.)

(Int.trans_14/L1-6)

(4:40)

Furthermore, dealing with the last meeting, the students were provided with the discussion task at first. The discussion was used to prepare the students about what kind of texts they would work with. In this activity, the students worked in pairs to arrange jumbled paragraphs. The researcher kept monitoring their activity by walking around the classroom. The students looked enjoying the activity because they did it like playing a game. Those finding can be seen from the field note below.

The researcher gave the students a text in the form of jumbled paragraph. The students' task was to arrange it into a good paragraph in pairs. The students could choose their pair by their selves. They were looked enjoying the activity and they could finish the task before the time given was up.

(FN7)

(4:41)

From the field note above, the tasks could vary the reading activities of the students. Moreover, the various reading tasks could bring a good atmosphere in the teaching and learning process. Although some of the students felt that the texts were sometimes difficult, they showed their courage to keep working with the texts and could do the tasks well. Besides, the researcher also provided them with individual tasks. This activity was aimed to measure the students' mastery. Finally, they had an improvement in their comprehension. The conclusions can be seen in the following transcript.

R	: <i>Kalian ini sukanya. Kalo menurut kalian soalnya gimana, susah nggak?</i> (Your pleasure. What do you think about the tasks? Were they difficult?)
S12	: <i>Enggak Miss.</i> (No, Miss.)
S13	: <i>Susah yoo.</i> (Yes, they were difficult.)

- S12 : *Yaa sedengan dink Miss, nggak susah-susah banget. Kita bisa ngerjain kok tadi Miss. Walau ada yang salah, hehe (Yaa in the middle Miss, they were not too difficult. We could do it, although there was a mistake. Hehe)*
- S13 : *Iya Miss, ada kata-kata yang susah tapi kan udah ditanyain ke Miss Dewi tadi, jadi gak jadi susah banget. (That is true Miss. There were some difficult words, but we had asked it to you. So it became less difficult.)*
- (Int.trans_12/L26-33)

(4:42)

The interview transcript above states that the students felt interested in the reading activities. The texts gave them a new experience and increased their courage to deal with the tasks. Thus, the texts could decrease their boredom and finally enhanced their reading motivation. When the students were interested in the texts, they kept trying to work with the texts although they knew that the texts consisted of some new vocabularies.

To support all the activities, the researcher provided the students with the texts which were interesting and appropriate for the students' level. She gave them in stages, from the short one to the longer one, from the daily vocabulary to the difficult one. This activity trained the students to enjoy the text and to be unafraid when they faced some texts which were looked longer and more difficult.

- R : *Kalo menurut Aning gimana teks nya, susah nggak? (What do you think Aning? Were they difficult?)*
- S16 : *Enggak kok Miss, sedengan. Bahasa nya nggak berat. Waktu itu pas sama mbak KKN dikasih teks nya susah banget Miss. Kita pada nggak bisa ngerjain. (No Miss, not too difficult. The vocabularies were not too heavy for us. At that time, there was a field worker who gave us the most difficult text. All of us could not do the task.)*
- R : *Menurut Pia gimana? (How about you Pia?)*
- S17 : *Teks nya Miss? (About the text?)*
- R : *Iya. (Yes.)*
- S17 : *Menarik Miss. Soalnya emang saya suka cerita, jadi waktu ada teks*

narrative ya menarik pengen baca Miss. (They were interesting Miss. Basically, I like stories. So, when I faced narrative text which was interesting, I wanted to read it.)

(Int.trans_14/L7-15)

(4:43)

3. Reflection of Cycle 2

The reflection evaluated the implementation of some actions that had been revised based on the reflection of Cycle I. The results of Cycle 2 were discussed with the English teacher by analyzing the data collected from the observation in the teaching and learning process, field notes, and the interview with the English teacher and the students. The following were the result of the reflection.

a) Giving the students question and answer activities as their pre-reading activities

The question and answer activity as a pre-reading activity was effective to enhance the students' interaction. The students wanted to try to express their thought. The activity was also affective to encourage all students to participate during the activity. It also could activate the students' background knowledge about the topic. As a result, they could recall their knowledge then shared their idea in the class.

b) Determining main ideas using skimming and scanning strategies

The use of skimming and scanning strategies was significantly effective for the students to get the general and specific information. After the implementation, of using skimming and scanning strategies while reading in Cycle 2, the students were more familiar with the strategies. There was improvement from Cycle 1 to Cycle 2. In Cycle 2, the students could easily use

the strategy to help them find general and specific information from the text. In conclusion, the students had better improvement in understanding the text.

c) Using graphic organizers

The use of graphic organizers was effective to improve the reading interest of the students. The activity was different from the usual activity in a reading class. The students were interested in the activity because they found that the activity was not boring.

In addition, graphic organizers could enhance their reading comprehension, although they needed more time to draw the graphic organizer. As the result, they could easily answer the tasks given by the researcher.

d) Implementing communicative reading activities

The communicative reading activities could bring a good atmosphere in the teaching and learning process. The students could interact with their friends and the researcher and felt excited with the tasks. They felt interested in the reading activity. The activities could give them a new experience and increase their courage to deal with the tasks. They also looked independent enough in working with their friends and individually. Thus, the activities could decrease their boredom and finally enhance their reading motivation. Moreover, the students looked active when discussing the tasks with the researcher. Most of them had high enthusiasm in answering the questions.

4. Summary of Cycle 2

Based on the reflection of Cycle 2, there were some successful and unsuccessful actions that could be reported as follows.

a) Successful actions

- 1) The question and answer activity in the beginning of the lesson was effective to increase the interaction of the students and the researcher. It could increase the students' reading comprehension by preparing them before reading because they had time to activate their background knowledge.
- 2) The use of graphic organizers was effective to improve the students' reading comprehension. It also could enhance the students' motivation and interest of the topic.
- 3) The scanning and skimming strategies helped the students to read the longer text efficiently. So, they could read a long text without spending more time to understand it.
- 4) The communicative reading activities could make the students more active and were willing to interact with the researcher and their friends in learning contexts.

D. Quantitative Data

The qualitative data are in the form of students' pre-test and post-test scores. The researcher conducted the pre-test before the implementation of meeting 1 and conducted the post-test after the last meeting in Cycle 2. The data can be seen from students' average scores before and after the treatment. The

students got 7.21 as the average score of pre-test and 8.04 as the average score of the post-test. It meant that the mean of the pre-test improved from 7.21 to 8.04 in the post-test.

E. The Summary of Research Findings

The actions were implemented in two cycles. The first cycle was done in three meetings and the second cycle was done in two meetings. Based on the reflections in each cycle, there were some points that could be concluded as follows.

- 1) The implementation of Cycle 1 and Cycle 2 were effective to improve the students' reading comprehension. At the pre-test, the mean score of the test was 7.21 and it increased into 8.04.
- 2) The use of question and answer activities was effective to help the students activate their background knowledge in order to comprehend the texts. It could also increase their interaction with the researcher and improve their comprehension. They also gave some positive responses to the researcher' questions.
- 3) Presenting the texts in the form of graphic organizers could grab the students' attention to the researcher's explanation. The students did not talk to each other and there were no students who did other subject homework.
- 4) The use of graphic organizers became more effective when it was combined with the communicative reading activities such as pair and group work activities. Those activities could increase the students' reading comprehension

and motivation both in reading and in the teaching and learning process. They interacted communicatively with the researcher and their friends.

- 5) It still needed a longer time to improve the students' grammatical accuracy. The students still made grammatical mistakes when they wrote sentences. The students' grammatical accuracy cannot be improved only by a few minutes. Moreover, it was needed more time to drill them about grammar.

The following was the comparison description of students' improvement before and after the implementation of the actions. The table is presented as follows.

Table 7. The Result of the Improvements of the Students' Reading Comprehension during Cycle 1 and Cycle 2

No.	Before actions	Actions	After actions	
			Cycle 1	Cycle 2
1.	The students found difficulties in understanding English texts due to limited vocabulary and background knowledge. They found it hard to find the main idea and detailed information of the texts.	Giving the students question and answer activities as their pre-reading activities.	<ol style="list-style-type: none"> 1. The activity could build the students' background knowledge so that they could lead in to the topic easily. 2. Some students started to participate in teaching and learning by sharing their ideas and their experiences. 3. The researcher only used one picture in every topic as the media. It was effective enough to help students recall information in their memories but some students still faced difficulty in recalling their background 	<ol style="list-style-type: none"> 1. Most of students tried to answer the researcher's questions related to their background knowledge. 2. The researcher provided another media, that was video. It also helped the students to build their background knowledge and overcame the students' boredom.

			knowledge.	
2.	The students only had a little chance to express their idea about the topic.	Using skimming and scanning strategies.	1. Using skimming and scanning strategies were effective to help the students to find specific and general information of the text. It also could help the students to read more efficiently by using these strategies. In Cycle 1, there were some students who could not practice these strategies to find the main ideas of the text. They still translated every single word in the text.	1. The students' abilities in finding specific and general information from the text were improved. Most of students tried to use the strategies instead of translating the text word by word.
3.	The activities in the teaching learning of reading were monotonous. The task mostly translating the task and answering the questions based on the texts.	Using graphic organizers.	1. The students were interested with the new activity in reading class that was drawing graphic organizers. 2. There were some students who did not	1. Most of students participated in the teaching learning activities and enjoyed the class.

			participate to draw their graphic organizers.	
4.	The teacher did not teach the students to use efficient reading comprehension strategies.	Implementing communicative reading.	1. The activities could vary the teaching and learning process, and more those activities increased the students' reading interest and decreased their boredom	1. The students became more active and were very enthusiastic when interact with the researcher and their friends in learning contexts.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This section consists of the conclusions of the discussion in Chapter IV, implications and also some suggestions toward the students of SMA N 11 Yogyakarta, the English teacher of SMAN 11 Yogyakarta and other researchers.

A. Conclusions

This research is focused on improving grade ten students' reading comprehension through graphic organizers. The researcher used action research as the method in this research. There were two cycles in this action research. To support the result, the researcher presented the data in the form of qualitative data and quantitative data. The qualitative data were presented below.

In Cycle 1, the researcher implemented some accompanied actions as follows:

- 1) giving the students question and answer activities as their pre-reading activities and providing pictures as the media;
- 2) using skimming and scanning strategies;
- 3) using graphic organizers, in the form of flowchart; and
- 4) implementing communicative reading.

After implementing those actions, the researcher found that the use of graphic organizers could improve the students' reading comprehension in terms of understanding the main ideas or the important information.

In Cycle 2, the researcher found that the use of different types of graphic organizers and media was effective. The researcher provided graphic organizers in the form of Story Map, because the students worked with narrative text. Moreover, different media used also could overcome the students' boredom. In short, the researcher still found that the use of graphic organizers was still effective in improving the students' reading comprehension.

The implementation of the action resulted in some improvements. Those improvements were related to the teaching and learning process of reading and the students as well. Improvement descriptions are presented below.

1. The improvements of the teaching and learning process of reading

Before the actions were implemented, the teaching and learning process of reading was conducted in the conventional ways. The teacher taught reading inspired by grammar translation approach and teacher centered. The activities assigned the students to translate the text and focused on the teacher explanations only. There was no communication among the students and between the students and the English teacher. In addition, the materials used were not interesting for them to join the learning activities because the materials and activities were monotonous. Conversely, after the actions were implemented, the teaching and learning process of reading became more alive. It involved more interaction between the students and the teacher. The students felt more interested and got more conducive learning environment. They showed high motivation and enthusiasm to participate the teaching and learning process of reading.

2. The improvements of the students

Before the actions were implemented, the students felt unmotivated to read English texts and to join the teaching and learning process. They found difficulties in comprehending texts and did not familiar with the reading strategies. However, after the actions were implemented, the students felt motivated and paid attention to the researcher. They wanted to join the teaching and learning process. The texts and activities were successful to enhance their motivation and trained the students to develop reading strategies. In other words, the students' behavior has changed after the researcher implemented the actions. As a result, they showed improvement in their reading comprehension. Their average score increased from 7.21 to 8.04.

B. Implications

The researcher expects that the results of this research are able to give some implications to the research members. The implications of the actions are as follows.

- 1) The use of question and answer activities as pre-reading activity was effective to make the students more active and responsive to the researcher, enhance the interaction between the teacher and the students, and maintain the students' readiness to join the reading teaching and learning activities. The use of a question and answer activities as a pre-reading activity then implied that teacher should use pre-reading activity to help the students activate their background knowledge.

- 2) The use of using graphic organizers became more effective when it was combined with skimming and scanning strategies. The technique allowed the students to have practices in finding the main idea and detail information.
- 3) The use of graphic organizers was effective to improve the students' reading comprehension and behavior, and to provide meaningful purpose of reading. This technique implied that the English teacher should vary the reading activity and provide appropriate texts for the students' level.
- 4) The implementation of communicative activities could make the reading activities more communicative, effective, conductive, and efficient. It allowed the students to have social skill by having discussion and working in pairs. They also were happy to do those activities.

C. Suggestions

Based on the conclusions and implications of the study, some suggestions can be directed toward the students of SMA N 11 Yogyakarta, English teacher of SMA N 11 Yogyakarta and other researchers.

1. To the students of SMA N 11 Yogyakarta

One of the factors which interferes the success of the teaching and learning process is students' motivation. Particularly in learning reading, the students show low motivation since they consider reading as an uninteresting and difficult skill to be mastered. Actually, mastering this skill is easier if they familiarize themselves by reading inside and outside the classroom, reading all texts the world provides as they are interested in, and discussing the texts with their

friends. The students may practice the technique and the strategies whenever they face a text.

2. To the English teacher of SMA N 11 Yogyakarta

The English teacher has always been on a continuous search for the most adequate and efficient teaching method. Nevertheless, there are possibilities of being included in a learning context that resembles real life situation as much as possible. The researcher suggests the teacher does not only see reading as a passive and solitary activity and focuses on the final test but also to the efficient language use, with emphasis on contexts, students, their needs, and interests. Thus, the emphasis is laid on verbal interactions among students, on the initiation of real-life like communication situations, on the use of the techniques, as well as the use of graphic organizers.

3. To other researchers

The other researchers who are going to conduct the similar studies should select the type of graphic organizers properly based on the text that is being learned. Besides, the materials need to be used with appropriate activities. It is necessary to follow-up this study to get more actions to improve students' reading comprehension in other schools. For example, it is possible for other researchers to have action research in the high school students who are expected to learn English as international language and expected to not only learn the language but also the culture. It is also possible to implement the actions of this study in vocational high schools which expect the students to be able to communicate both in written and spoken form based on their fields.

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APPENDIX
A
COURSE GRID

DEWI YUNianti (09202244040)
IMPROVING GRADE TEN STUDENTS' READING COMPREHENSION THROUGH GRAPHIC ORGANIZERS AT SMA
N 11 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

COURSE GRID

Cycle	Topic	Standard of Competence	Basic Competence	Indicators	Language Features	Key Vocabulary	Graphic Organizers Technique	Media	Time
1 (1 st meeting)	Holiday	5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.	5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing	1. Identifying the purpose of a recount text. 2. Identifying the generic structure of a recount text. 3. Identifying the meaning of difficult words found in a recount text. 4. Identifying the references in the recount text.		Decide Stay Return Arrive Surfing Scenery Craft Silversmith Sculpture Satisfied Cave Painting Visitor Guide Seashell Excavation Adorn Museum Visit	1. Study the complete graphic organizer of the text. 2. Rearrange random events into good graphic organizer in group of four.	Picture cued, Xeroxed texts, Xeroxed graphic organizers, projector	2x45'

			knowledge in the form of recount, narrative and procedure .	5. Identifying the important information of a recount text. 6. Identifying the inter inferences of a recount text. 7. Identifying the detail information of a recount text.		Rest			
1 (2 nd meeting	Traditional ceremony	5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure	5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language	1. Identifying the language features of a recount text. 2. Identifying the main idea of a recount text. 3. Identifying the inter inferences of a recount text. 4. Identifying	Simple past tense. 1. Last month my family and I went to Toraja to attend Grandpa's funeral. (+)	Funeral Kin Slaughter Corpse Wore Brought Puppet Graveyard Matches Excitement Wedding Preparation Involved Bride	1. Design a graphic organizer of a text in pairs. 2. Rearrange a graphic organizer individually.	Xeroxed texts, Xeroxed graphic organizers	2x45'

		with the daily life context and accessing knowledge.	in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure .	the detail information of a recount text. 5. Identifying the main idea of a recount text. Identifying the language features of a recount text.	Last month my family and I did not go to Toraja to attend Grandpa's funeral. (-) Did last month my family and I go to Toraja to attend Grandpa's funeral? (?)	Dressed Couple Engagement Bridegroom Led Accompanied			
1 (3 th meeting	Holiday &	5. Comprehending the	5.2 Responding the	1. Identifying the main idea	1. It was my first	Trip Downtown	1. Design a graphic	Xeroxed texts,	2x45'

	Traditional ceremony	meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.	meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure .	of a recount text. 2. Identifying the inferences of a recount text. 3. Identifying the detail information of a recount text. 4. Identifying the main idea of a recount text.	time to go to such a ceremony. (+) It was not my first time to go to such a ceremony. (-) Was it my first time to go to such a ceremony? (?)	Enjoyed Destination Soaked Product Drop Luggage Villager Weather	organizer in group of four. 2. Design a graphic organizer individually.	Xeroxed graphic organizers, projector	
2 (4 th meeting	Folktale	5. Comprehending the meaning in	5.2 Responding the meaning	1. Identifying the social function of a	Past Continuous Tense	Suitors Discarded Reduced	1. Study the complete graphic	Picture cued, Xeroxed	2x45'

		the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.	and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure .	narrative text. 2. Identifying the generic structures of a narrative text. 3. Identifying the main idea of a narrative text. 4. Identifying the inter inferences of a narrative text. 5. Identifying the detail information of a narrative text. 6. Identifying the main idea of a narrative text.	1. He was carrying the Rat. (+) He was not carrying the Rat. (-) Was he carrying the Rat? (?)	Sheiks Hard Disguised Leftover Unappetizing Tender Tasty Ruled Wise Merchant Goods Soldiers Ponder Envoys Phantom Troops Treasure	organizer of the text. 2. Design a graphic organizer in group of four.	texts, Xeroxed graphic organizers, projector	
2 (5 th meeting	Fable	5. Comprehending the meaning in the form of	5.2 Responding the meaning and	1. Identifying the language features of a narrative	1. The Rat was being the first	Excitedly Forgetful Palace Stable	1. Design a graphic organizer in pairs.	Narrative video, Xeroxed texts,	2x45'

		short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.	rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.	<p>text.</p> <p>2. Identifying the main idea of a narrative text.</p> <p>3. Identifying the inferences of a narrative text.</p> <p>4. Identifying the detail information of a narrative text.</p> <p>5. Identifying the main idea of a narrative text.</p>	<p>animal. (+) The Rat was not being the first animal. (-) Was the Rat being the first animal? (?)</p>	<p>Clumsy Reached Gates Tongue Protect Heard Forest Mice Bush Sighed Forelegs Pretended Curious Brave Sundown found</p>	2. Design a graphic organizer individually.	Xeroxed graphic organizers, projector	
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APPENDIX
B
LESSON PLANS

LESSON PLAN

School	: SMAN 11 Yogyakarta
Subject	: English
Grade/ semester	: X/ I
Language focus	: Reading
Text type	: Recount text
Time allocation	: 1 meeting (2 x 45 minutes)

A. Standard of competence

5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.

B. Basic competence

5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. Learning objective

After taking this lesson, students are expected to be able to respond a recount text accurately, appropriately and acceptably within the daily life context.

D. Indicators

8. Identifying the purpose of a recount text.
9. Identifying the generic structure of a recount text.
10. Identifying the meaning of difficult words found in a recount text.
11. Identifying the references in the recount text.
12. Identifying the important information of a recount text.
13. Identifying the inter inferences of a recount text.
14. Identifying the detail information of a recount text.

E. Teaching and learning materials

The materials are available on the attachment.

F. Teaching method

Genre-based Language Teaching

G. Teaching and learning activities

No	Stages of Teaching		Teacher's Talk	Students' Talk	Time Planned
1.	Opening	Greeting	<i>Good morning students. How are you today? I'm fine too, thank you.</i>	<i>Good morning Miss. I'm fine and you?</i>	10''
		Praying	<i>Ok, before we start our lesson today. Let's say a prayer. Silent moment begin. Amen</i>		
		Checking Attendance	<i>Well, who's absent today? What happen with her? I'm sorry to hear that, I hope she will get better soon.</i>	<i>Rani Miss. She is sick Miss.</i>	
		Reviewing	<i>This is our first meeting right? First, I thank you for participating my research.</i>	<i>Yes Miss.</i>	
2.	Main	BKOF <ul style="list-style-type: none">Teacher gives some questions which are	<i>-What do you think about the picture? -Where can</i>	The students respond to the questions	5''

		related to the topic of the text.	<i>you find the most beautiful beach in Indonesia?</i> <i>-Have you ever gone there?</i>		
		<p>MOT</p> <ul style="list-style-type: none"> Teacher shows a text based on the topic discussed. Teacher asks the students to scan the text and find the difficult words. 	<p><i>Here, I am going to show you a text which talks about holiday, especially visiting Bali.</i></p> <p><i>Now I give you three minutes to scan the text.</i></p> <p><i>OK, do you find difficult words in the text?</i></p>	<p>The students read the text shown.</p> <p>The students respond to the question.</p>	15''
		<p>JCOT</p> <ul style="list-style-type: none"> Teacher gives the text in the form of graphic organizer Teacher asks the students to identify the content of the text. Teacher asks the students to identify the language features used in the text and to do the 	<p><i>I'll give you another text and also text in the form of graphic organizer.</i></p> <p><i>Please read and understand the content in the text.</i></p> <p><i>Well, after reading the text, what do you find in terms of the</i></p>	<p>The students read the text in pairs.</p> <p>The students identify the language features in the text and study the graphic organizer.</p>	20''

		task.	grammar?		
		ICOT <ul style="list-style-type: none"> Teacher gives text in different topic and gives the text in the form of graphic organizer. Teacher gives some questions related to the text. 	<i>-Is there any question everybody?</i> <i>-If there is no question, I want you to study this text using this graphic organizer.</i> <i>Then, answer the question based on the text.</i>	The students read the text independently. The students answer the questions based on the text.	30''
3.	Closing	<ul style="list-style-type: none"> Teacher gives oral question related to the materials given Teacher gives the conclusion of the materials Teacher asks the students to implement the strategy when facing a text. 	<i>-So, what do you get from today's lesson?</i> <i>-Very good.</i> <i>-Well, because the time is up. I think that's all for today. I hope you get something for this lesson.</i> <i>-See you</i>	<i>-Recount text Miss</i> <i>-And the generic structure and language features</i> <i>-Ok, Miss</i> <i>-See you</i>	10''

H. Teaching and learning sources

comp-teamwork.blogspot.com

I. Assessment

1. Technique : answering question based on recount texts given.
2. Form : written test.

3. Assessment rubric

Criteria	Score
True	1
False	0

:

Yogyakarta, October 2013

English teacher

Researcher

C. Tyasasih Widyastuti, S.Pd.

NITB. 2155

Dewi Yunianti

NIM. 09202244040

Teaching and Learning Materials

1. Recount text

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

2. Social function

Recount text is a text that tells what happened. The social function or purpose of the text is to tell a series/sequence of events and evaluate their significance in some way. It has expressions of attitude and feeling, usually made by the writer about the events.

3. Generic structure

Visiting Bali

There were so many places to see in Bali that my friend **decided** to join the tours to see as much as possible. My friend **stayed** in Kuta on **arrival**. He spent the first three days swimming and **surfing** on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready. My friend and his group **drove** on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many old Dutch houses. Then they **returned** very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the **scenery** but to see the **art** and the **craft** of the island. The first stop was at Batubulan, a center of stone **sculpture**. There my friend **watched** young boys were carving away at big blocks of **stone**. The next stop was Celuk, a center for **silversmiths** and goldsmiths.

After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went **sailing** or **surfboarding** every day. He was quiet **satisfied**.

Orientation

Events

Re-orientation

4. Graphic organizer

FLOW CHART

Title :

Visiting Bali

Event 1

My friend stayed in Kuta on arrival. He spent the first three days by swimming and surfing on Kuta beach.



Event 2

My friend and his group drove on through mountains in Singaraja. Then they returned very late in the evening to Kuta.



Event 3

He went to Ubud to see the art and the craft of the island. There my friend watched young boys were carving away at big blocks of stone.



Event 4

He went to a center for silversmiths and goldensmiths.



Event 5

He had eaten lunch at Sukawati and on to mass.



Event 6

He spent his ten-day stay by sailing or surfboarding every day. He was quiet satisfied.

5. Fi

low.

Decided	Arrival	Silversmiths
Stayed	Surfing	Stone
Returned	Scenery	Surfboarding
Watched	Craft	Satisfied
Drove	Sculpture	Sailing

6. Decide sentences below whether it is true or false. If it is false, please write the correction.

No.	Statements	T/F	Correction
1.	The writer's friend joined tour to Bandung.	F	The writer's friend joined tour to Bali.
2.	His first destination was Kuta Bali.		
3.	He spent his first three-days by swimming and sailing in Kuta beach.		
4.	He selected four tours for his next trip in Bali.		
5.	He then went to Singaraja before went to Ubud.		
6.	There are many new Dutch houses in Singaraja.		
7.	The writer's friend went to Ubud to see the scenery of the island.		
8.	His tour in Bali was very interesting.		

7. Recount text

Leang-leang cave

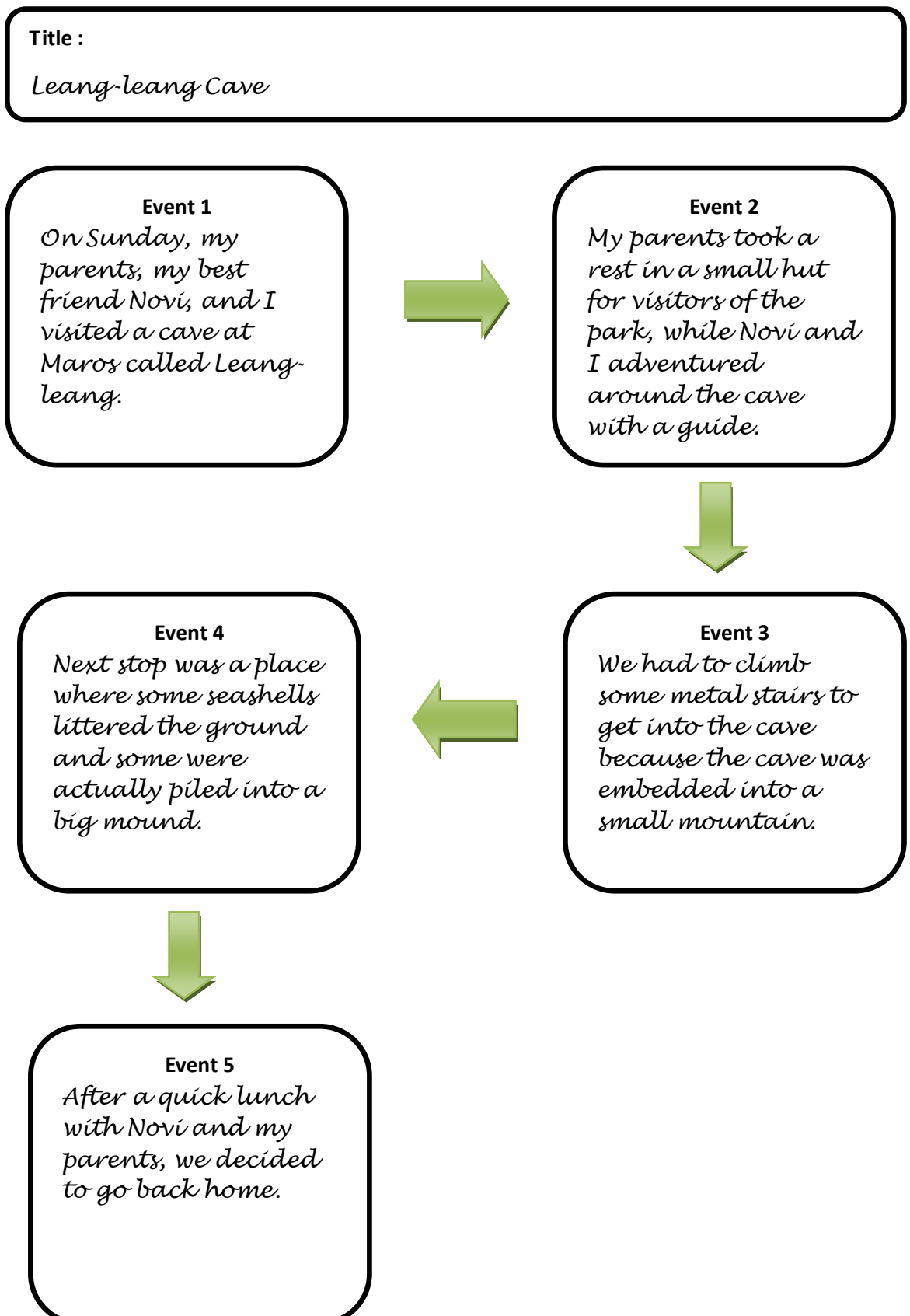
On Sunday, my parents, my best friend Novi, and I visited a cave at Maros called Leang-leang. It was my first time to visit the cave.

The cave was famous for its primitive cave wall paintings which were some hand prints and wild boar paintings. The cave and its surroundings were turned into a national park, so it was taken care of. My parents took a rest in a small hut for visitors of the park, while Novi and I adventured around the cave with a guide. We had to climb some metal stairs to get into the cave because the cave was embedded into a small mountain. Next stop was a place where some seashells littered the ground and some were actually piled into a big mound. The guide said that these piles of seashells are called *kjokkenmoddinger*, or kitchen trash. The humans who lived here ate the shells and dumped the left over in their 'kitchen'. The last place was a small museum where had skeletons of the humans who lived in the caves. The skeletons along with some roughly made jewelry and weapons were placed inside glass cases for display. The walls of the museum were adorned with photographs taken when the people did an excavation there.

After a quick lunch with Novi and my parents, we decided to go back home. We really had the time of our life.

8. Graphic organizer

FLOW CHART



9. Questions

- a) When did the writer, her family and her friend go to Leang-leang cave?
- b) Why was the cave famous?
- c) What does the word 'its' in line 5 refer to?
- d) How could the writer and her friend get into the cave?
- e) Who said that the piles of seashells are called kjokkenmoddinger?
- f) How was the kjokkenmoddinger made?
- g) What was in the small museum?
- h) Where did they find some pictures?

LESSON PLAN

School	: SMAN 11 Yogyakarta
Subject	: English
Grade/ semester	: X/ I
Language focus	: Reading
Text type	: Recount text
Time allocation	: 1 meeting (2 x 45 minutes)

A. Standard of competence

5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.

B. Basic competence

5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. Learning objective

After taking this lesson, students are expected to be able to respond a recount text accurately, appropriately and acceptably within the daily life context.

D. Indicators

1. Identifying the language features of a recount text.
2. Identifying the main idea of a recount text.
3. Identifying the inter inferences of a recount text.
4. Identifying the detail information of a recount text.
5. Identifying the main idea of a recount text.

E. Teaching and learning materials

The materials are available on the attachment.

F. Teaching method

Genre-based Language Teaching

G. Teaching and learning activities

No	Stages of Teaching		Teacher's Talk	Students' Talk	Time Planned
1.	Opening	Greeting	<i>Good morning students. How are you today?</i> <i>I'm fine too, thank you.</i>	<i>Good morning Miss. I'm fine and you?</i>	10''
		Praying	<i>Ok, before we start our lesson today. Let's say a prayer. Silent moment begin. Amen</i>		
		Checking Attendance	<i>Well, who's absent today?</i> <i>What happen with her?</i> <i>I'm sorry to hear that, I hope she will get better soon.</i>	<i>Rani Miss. She is sick Miss.</i>	
		Reviewing	<i>OK, in the previous meeting we talk about recount text right?</i> <i>Do you still remember about that?</i> <i>What is recount text?</i> <i>Can you mention the generic structure of the text?</i>	<i>Yes Miss.</i>	

2.	Main	BKO <ul style="list-style-type: none"> Teacher gives some questions which are related to the topic of the text. 	<i>-Do you always join ceremony at your school?</i> <i>-How about traditional ceremony?</i> <i>-Can you mention te example of traditional ceremony in your environtment?</i>	The students respond to the questions	5''
		MOT <ul style="list-style-type: none"> Teacher shows a text based on the topic discussed. Teacher asks the students to scan the text and find the difficult words. 	<i>Here, I am going to show you a text which talks about competition.</i> <i>Now I give you three minutes to scan the text.</i> <i>OK, do you find difficult words in the text?</i>	The students read the text shown. The students respond to the question.	15''
		JCOT <ul style="list-style-type: none"> Teacher gives the text in the form of graphic organizer Teacher asks the students to identify the content of the text. Teacher asks the students to identify 	<i>I'll give you another text and also text in the form of graphic organizer.</i> <i>Please read and understand the content in the text.</i> <i>Well, after reading the</i>	The students read the text in pairs. The students identify the language features in the text.	20''

		the language features used in the text and to do the task.	<i>text, what do you find in terms of the grammar?</i>		
		ICOT <ul style="list-style-type: none"> Teacher gives text in different topic and gives the text in the form of graphic organizer. Teacher gives some questions related to the text. 	<i>-Is there any question everybody?</i> <i>-If there is no question, I want you to study this text using this graphic organizer.</i> <i>Then, answer the question based on the text.</i>	The students read the text independently. The students answer the questions based on the text.	30"
3.	Closing	<ul style="list-style-type: none"> Teacher gives oral question related to the materials given Teacher gives the conclusion of the materials Teacher asks the students to implement the strategy when facing a text. 	<i>-So, what do you get from today's lesson?</i> <i>-Very good.</i> <i>-Well, because the time is up. I think that's all for today. I hope you get something for this lesson.</i> <i>-See you</i>	<i>-Recount text Miss</i> <i>-And the generic structure and language features</i> <i>-Ok, Miss</i> <i>-See you</i>	10"

H. Teaching and learning sources

Kurniawan L, Mulyono. *Talk Active 1 English for Senior High School Grade*

X. Yudhistira : Jakarta.

I. Assessment

1. Technique : answering question based on recount texts given.
2. Form : oral and written test.
3. Assessment rubric :

Criteria	Score
True	1
False	0

Yogyakarta, October 2013

English teacher

Researcher

C. Tyasasih Widyastuti, S.Pd.
NITB. 2155

Dewi Yunianti
NIM. 09202244040

Teaching and Learning Materials

1. Recount text

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a **fine** wearing.

The funeral was performed in two phases. **First**, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin was borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were **great** matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a **whole** family were already there.

The funeral ceremonies made me and my family **tired**. However, we were **grateful** because it ran smoothly.

2. Language features

- Using Simple Past Tense

Examples :

- a. Last month my family and I went to Toraja to attend Grandpa's funeral. (+)

Last month my family and I did not go to Toraja to attend Grandpa's funeral. (-)

Did last month my family and I go to Toraja to attend Grandpa's funeral? (?)

- b. It was my first time to go to such a ceremony. (+)

It was not my first time to go to such a ceremony. (-)

Was it my first time to go to such a ceremony? (?)

Task

Change sentences below into past tense in the form of positive, negative, and interrogative.

1. The ceremony is quite elaborate.
2. Grandpa's body is kept in a series of houses arranged in a circular row around an open field called tongkonan.
3. In this ceremony we wear black clothes.
4. My uncle, my brother, and I prepare the wooden puppet and a funeral tower called lakian.
5. There are also buffalo matches.
6. It is followed by great shouting and excitement from the relatives and the guests.
7. The funeral ceremonies make me and my family tired.

- Using action verb

Task

Write down the past form of these verbs.

Bring : Give : Say :

Buy	:	Go	:	See	:
Come	:	Have	:	Speak	:
Do	:	Make	:	Take	:
Eat	:	Read	:	Write	:

- Using adjectives

Write down the synonym of these words by choosing the right one in the box.

Fine :

First :

Great :

Whole :

Tired :

Grateful :

Pleasant

Exhausted

New

Earliest

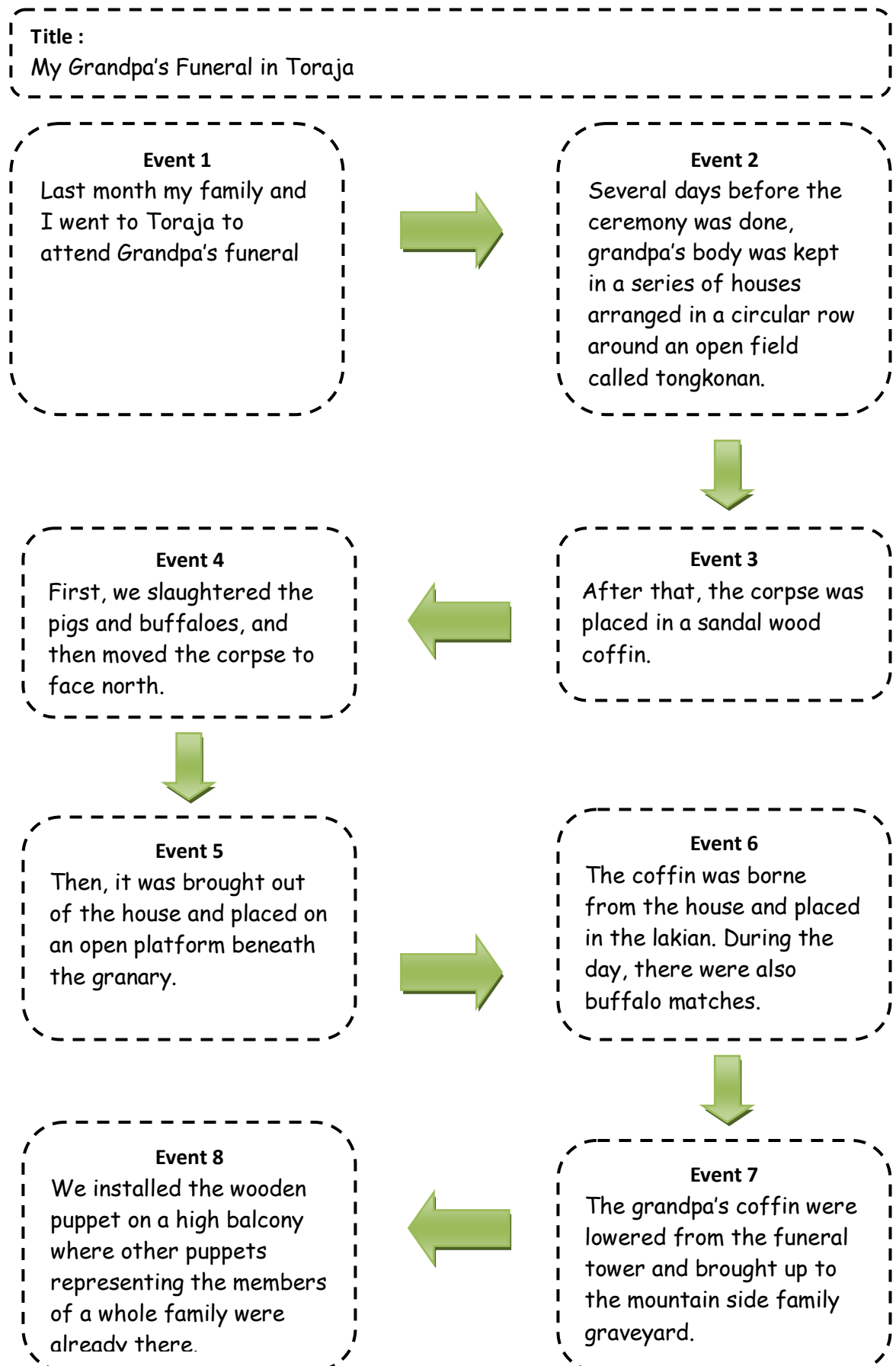
Good

Sad

All

Big

3. Graphic organizer

FLOW CHART

4. Match the questions in box A with the answer in box B.

A		B
1. When did the writer and his family attend his Grandpa's funeral? 2. How long was the ceremony? 3. What did the relatives and guests wear in the ceremony? 4. What does the word 'his' in paragraph 2 refer to? 5. Where did they finally install the wooden puppet? 6. What happened after the coffin was placed in the lakian? 7. Why were the writer and his family grateful? 8. What is the main idea of paragraph three?	G C I L A J B D	a. On a high balcony. b. Because the ceremony ran well. c. About a week. d. There were two phases in the ceremony. e. Beneath the granary. f. They dressed fine wearing. g. Last month. h. The writer i. They wore black clothes. j. There were a feasting, chanting, dancing, and buffalo matches. k. The coffin was borne from the house. l. The writer's grandpa

5. Recount text

Attending My Cousin's Wedding

Two weeks ago I went to Semarang to attend my cousin's wedding. I was there for four days. I was involved in the preparation of the wedding ceremony. Like other Javanese wedding ceremonies, it has several complicated traditional rituals.

The very first ceremony was *Siraman* (bathing ceremony). *Siraman* meant to take a bath. The Siraman ceremony was organized in the afternoon. I was also involved in preparing the place and the stuffs needed. After the *Siraman*, the bride was led to the wedding room. She was dressed with a traditional woman's blouse (*kebaya*) and *batik* clothes. Make-up was put on her by a traditional make-up woman who led the whole ceremony. The bride looked very beautiful.

The second ceremony was *Midodareni* (ceremony on the eve before the wedding). The bride had to stay in the room from 6 p.m. to midnight accompanied by some elder women giving her useful advice. My other cousins and I also visited her for a while.

The next ceremony was *Peningsetan* or *Srah Srahan* (traditional engagement ceremony). The family of the would-be-bridegroom visited the parents and the family of the would-be-bride. They were bringing some gifts. After this ceremony, I helped the women in the backyard. We packed the snacks for the party in the morning.

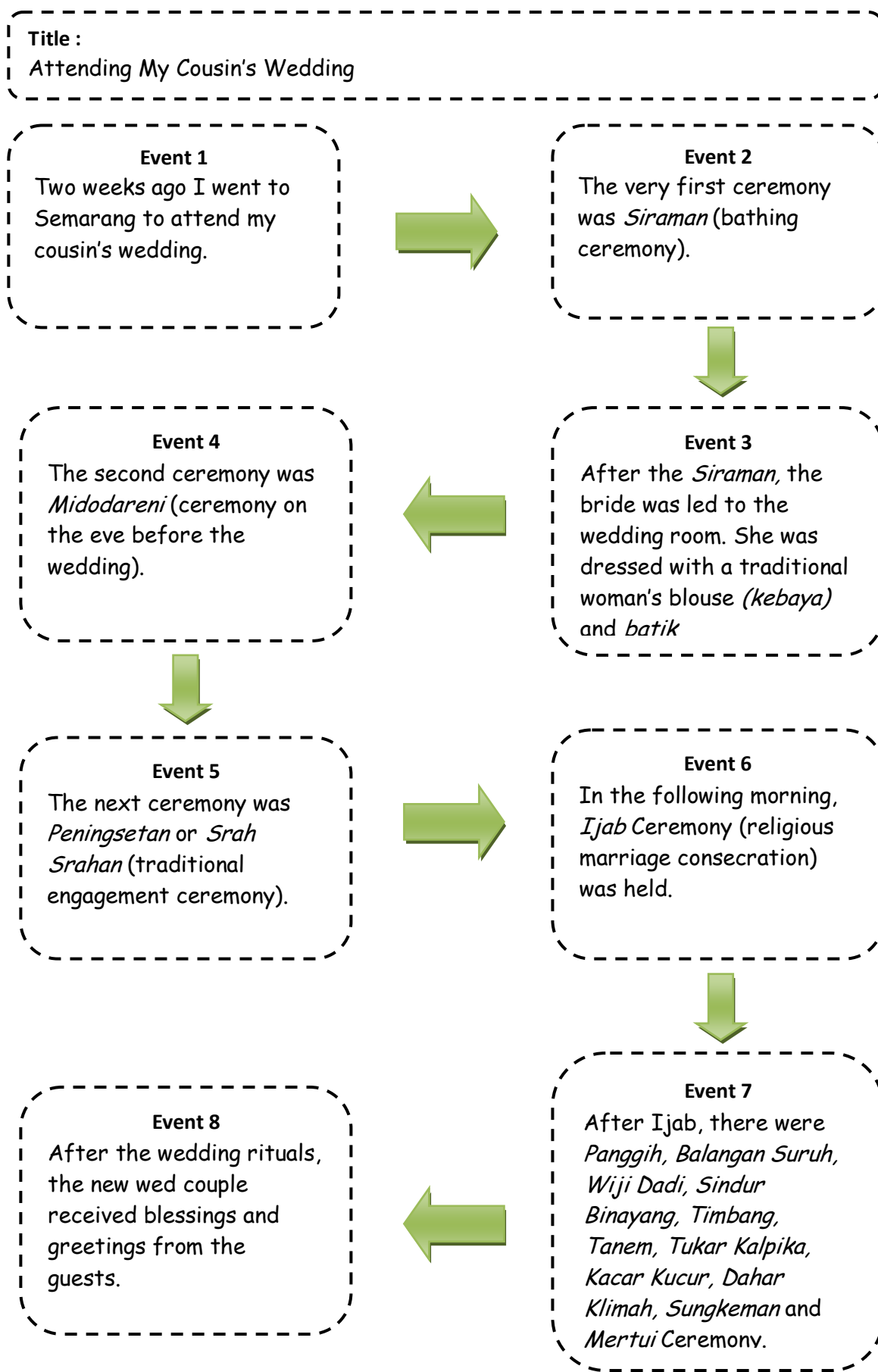
In the following morning, *Ijab* Ceremony (religious marriage consecration) was held. I sat right behind the bride. I really didn't want to miss this moment because it is the most important phase in the wedding. After *Ijab*, there were some Javanese ceremonies following the wedding celebration. They were *Panggih*, *Balangan Suruh*, *Wiji Dadi*, *Sindur Binayang*, *Timbang*, *Tanem*, *Tukar Kalpika*, *Kacar Kucur*, *Dahar Klimah*, *Sungkeman* and *Mertui* Ceremony. I was too busy in the reception table so I did not follow all of those ceremonies.

After the wedding rituals, the reception followed. The new wed couple received blessings and greetings from the guests. The new wed couple looked very happy although they couldn't hide their tired faces.

I went back home in the evening by the last train. I went happily because I could attend my cousin's wedding even helped the preparation.

6. Graphic organizer

FLOW CHART



7. Questions

- 1) What does the text above tell about?
- 2) What did the bride do after *siraman* ceremony?
- 3) What is the main idea of paragraph three?
- 4) When was the *medodareni* ceremony held?
- 5) Where was the writer after the *Ijab* ceremony was held?
- 6) What was the most important ceremony in wedding?
- 7) How long was the married ceremony held?
- 8) “After the wedding rituals, the reception followed”.

What is the synonym of the underlined word?

- 9) “*They* were bringing some gifts.” (paragraph 3).

What does the word “they” refer to?

- 10) How many rituals were in the writer’s cousin wedding ceremony?

LESSON PLAN

School	: SMAN 11 Yogyakarta
Subject	: English
Grade/ semester	: X/ I
Language focus	: Reading
Text type	: Recount text
Time allocation	: 1 meeting (2 x 45 minutes)

A. Standard of competence

5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.

B. Basic competence

5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. Learning objective

After taking this lesson, students are expected to be able to respond a recount text accurately, appropriately and acceptably within the daily life context.

D. Indicators

1. Identifying the main idea of a recount text.
2. Identifying the inter inferences of a recount text.
3. Identifying the detail information of a recount text.
4. Identifying the main idea of a recount text.

E. Teaching and learning materials

The materials are available on the attachment.

F. Teaching method

Genre-based Language Teaching

G. Teaching and learning activities

No	Stages of Teaching		Teacher's Talk	Students' Talk	Time Planned
1.	Opening	Greeting	<i>Good morning students. How are you today?</i> <i>I'm fine too, thank you.</i>	<i>Good morning Miss. I'm fine and you?</i>	10''
		Praying	<i>Ok, before we start our lesson today. Let's say a prayer. Silent moment begin. Amen</i>		
		Checking Attendance	<i>Well, who's absent today?</i> <i>What happen with her?</i> <i>I'm sorry to hear that, I hope she will get better soon.</i>	<i>Rani Miss. She is sick Miss.</i>	
		Reviewing	<i>OK, in the previous meeting we talk about recount text right?</i> <i>Do you still remember about that?</i> <i>What is recount text?</i> <i>Can you mention the generic structure of</i>	<i>Yes Miss.</i>	

			<i>the text?</i>		
2.	Main	BKOF <ul style="list-style-type: none"> Teacher gives some questions which are related to the topic of the text. 	<i>-Have you ever joined a competition?</i> <i>-What did you do during the competition?</i> <i>Or maybe before and after the competition?</i>	The students respond to the questions	5''
		MOT <ul style="list-style-type: none"> Teacher shows a text based on the topic discussed. Teacher asks the students to scan the text and find the difficult words. 	<i>Here, I am going to show you a text which talks about competition.</i> <i>Now I give you three minutes to scan the text.</i> <i>OK, do you find difficult words in the text?</i>	The students read the text shown. The students respond to the question.	15''
		JCOT <ul style="list-style-type: none"> Teacher gives the text in the form of graphic organizer Teacher asks the students to identify the content of the text. Teacher asks the students to identify the 	<i>I'll give you another text and also text in the form of graphic organizer.</i> <i>Please read and understand the content in the text.</i> <i>Well, after reading the</i>	The students read the text in pairs. The students identify the language features in the text.	20''

		language features used in the text and to do the task.	<i>text, what do you find in terms of the grammar?</i>		
		ICOT <ul style="list-style-type: none"> Teacher gives text in different topic and gives the text in the form of graphic organizer. Teacher gives some questions related to the text. 	<i>-Is there any question everybody?</i> <i>-If there is no question, I want you to study this text using this graphic organizer. Then, answer the question based on the text.</i>	The students read the text independently. The students answer the questions based on the text.	30"
3.	Closing	<ul style="list-style-type: none"> Teacher gives oral question related to the materials given Teacher gives the conclusion of the materials Teacher asks the students to implement the strategy when facing a text. 	<i>-So, what do you get from today's lesson?</i> <i>-Very good.</i> <i>-Well, because the time is up. I think that's all for today. I hope you get something for this lesson.</i> <i>-See you</i>	<i>-Recount text Miss</i> <i>-And the generic structure and language features</i> <i>-Ok, Miss</i> <i>-See you</i>	10"

H. Teaching and learning sources

Kurniawan L, Mulyono. *Talk Active 1 English for Senior High School Grade*

X. Yudhistira : Jakarta.

Joko Priyana, Arnys Rahayu, Virga Ernitasari. *Interlanguage: English for Senior High School Students X*. 2008. Pusat Perbukuan Departemen Pendidikan Nasional : Jakarta.

I. Assessment

1. Technique : answering question based on recount texts given.
2. Form : oral and written test.
3. Assessment rubric :

Criteria	Score
True	1
False	0

English teacher

Yogyakarta,
November 2013
Researcher

C. Tyasasih Widyastuti, S.Pd.
NITB. 2155

Dewi Yuniarti
NIM. 09202244040

Teaching and Learning Materials

1. Recount text

A Trip to Bandung

Last month, my friends and I had a wonderful trip to Bandung. We had three days trip there, from Friday to Sunday. We left to Bandung on Friday afternoon and it only took about three and half an hour by car from Tangerang, our hometown. We started at 2 p.m. and arrived around 5.30 p.m. in Bandung. As soon as we arrived in Bandung, we took a rest in a hotel downtown Bandung. After taking a rest and a shower, we had dinner and prepared for a night tour in Bandung.

Around 7.30 p.m. we drove to Cihampelas to buy some jeans and t-shirts. After 2 hours shopping there, we dropped at Ciwalk for half an hour to relax and enjoy the beauty of Ciwalk. Our next destination was Ciwidey and Cimangu. It took about one and half an hour to be in Ciwidey and Cimangu. Unfortunately, we couldn't visit Ciwidey because of the bad weather and continued to Cimangu, around one kilometer from it. In Cimangu, we had warm water and enjoyed it a lot. We soaked our body in a big warm swimming pool for about an hour before we stopped. At 2 a.m. on Saturday, we took a rest in a villager's house there near Ciwidey.

On Saturday, we had a great activity because we did many things. First, we went to Ciwidey. We enjoyed the nature of Ciwidey's view. We were there for about one hour. Around 10 o'clock, we went to Strawberry Park located in Ciwidey, too. We learnt how to plant the strawberry and of course ate some products made from strawberry, such as fried rice, cake, and juice.

On Saturday afternoon around 2 p.m. we went back to hotel to drop our luggage. After 2 hours in hotel, we went to Cibaduyut for shoes shopping. At around 7 p.m. we went to Dago Street to enjoy Saturday night there.

On Sunday morning, we packed up and went back to Tangerang.

2. Graphic organizer

Students have to make a graphic organizer from the text by themselves.

3. Questions

- 1) How many destinations did the writer visit in Bandung? What are they?
- 2) What did the writer do on Friday?
- 3) When did the writer and his friends buy some jeans and t-shirt?
- 4) Why couldn't the writer and her friends visit Ciwidey?
- 5) What did they do after enjoying the beauty of Ciwalk?
- 6) "In Cimangu, we had warm water and enjoyed *it* a lot." (paragraph 2)
What does the word "it" refer to?
- 7) What is the main idea of paragraph three?
- 8) Where could they find shoes production?

4. Recount text

My Aunt's Tingkeban Ceremony

Last month, I went to Garut to attend my aunt's tingkeban. I was there for three days. In West java, Tingkeban was traditionally observed by most families for the sake of baby's welfare. Our relatives, friends, and neighbor were invited to witness the festivity which demanded a lot of preparation.

The number seven played an important role in Tingkeban ceremony. An important part of the preparation for Tingkeban was the collection of a variety of items seven kinds of each item serving a specific purpose. There were seven different kinds of root, such as sweet potatoes and cassava, seven kinds of fruits to enable the solution to the problem in child's future, seven diverse fragrant flowers, seven kinds of light snacks, seven kinds of fruit to make rujak, seven pieces of batik cloth, seven varieties of earthen mortars, and seven oil lamps to brighten the child's life.

The guests were then invited to enjoy the special food prepared by the host family. Meanwhile, the mother to-be guessed through the bathing ceremony. She was ladled in batik cloth with sweet scented water from a tube in which the eel

was put. Relatives took turn bathing the mother to-be, changing her batik clothes as many as seven times.

After the bathing ceremony, the mother to-be sold rujak outside the house and the consumers who were the relatives and neighbor paid with chips of rounded clay tiles. The purpose was for the child to earn a lot of money, with the blessing of God. The rujak fiesta marked the end of the Tingkeban ceremony. Everybody had a good time, so did I.

I went back home in the evening by bus. I went happily because I could attend my aunt's tingkeban ceremony even helped the preparation.

5. Graphic organizer

Students have to make a graphic organizer from the text by themselves.

6. Questions

- 1) What does the text above tell about?
- 2) What played an important role in the ceremony?
- 3) What is the main idea of paragraph two?
- 4) When was the selling rujak ceremony held?
- 5) Who were the consumers?
- 6) How did they buy it?
- 7) What was the most important preparation in tingkeban?
- 8) "The rujak fiesta marked the end of the Tingkeban ceremony".

What is the synonym of the underlined word?

- 9) "*She* was ladled in batik cloth with sweet scented water." (paragraph 3).

What does the word "she" refer to?

- 10) What did the mother to-be do after bathing ceremony?

LESSON PLAN

School	: SMAN 11 Yogyakarta
Subject	: English
Grade/ semester	: X/ I
Language focus	: Reading
Text type	: Narrative text
Time allocation	: 1 meeting (2 x 45 minutes)

A. Standard of competence

5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.

B. Basic competence

5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. Learning objective

After taking this lesson, students are expected to be able to respond a narrative text accurately, appropriately and acceptably within the daily life context.

D. Indicators

1. Identifying the social function of a narrative text.
2. Identifying the generic structures of a narrative text.
3. Identifying the main idea of a narrative text.
4. Identifying the inter inferences of a narrative text.
5. Identifying the detail information of a narrative text.
6. Identifying the main idea of a narrative text.

E. Teaching and learning materials

The materials are available on the attachment.

F. Teaching method

Genre-based Language Teaching

G. Teaching and learning activities

No	Stages of Teaching		Teacher's Talk	Students' Talk	Time Planned
1.	Opening	Greeting	<i>Good morning students. How are you today?</i> <i>I'm fine too, thank you.</i>	<i>Good morning Miss. I'm fine and you?</i>	10''
		Praying	<i>Ok, before we start our lesson today. Let's say a prayer. Silent moment begin. Amen</i>		
		Checking Attendance	<i>Well, who's absent today?</i> <i>What happen with her?</i> <i>I'm sorry to hear that, I hope she will get better soon.</i>	<i>Rani Miss. She is sick Miss.</i>	
		Reviewing	<i>This is our first meeting, right? First, I thank you for participate in my research.</i>	<i>Yes Miss.</i>	
2.	Main	BKOF • Teacher gives some	<i>-What do you think about</i>	The students respond to the	5''

		<p>questions which are related to the picture and topic of the text.</p>	<p><i>the picture?</i></p> <p><i>-What is the most beautiful beach in Indonesia?</i></p> <p><i>-Have you ever gone there?</i></p>	<p>questions</p>	
		<p>MOT</p> <ul style="list-style-type: none"> Teacher shows a text based on the topic discussed. Teacher asks the students to scan the text and find the difficult words. 	<p><i>Here, I am going to show you a text which talks about queen.</i></p> <p><i>Now I give you three minutes to scan the text.</i></p> <p><i>OK, do you find difficult words in the text?</i></p>	<p>The students read the text shown.</p> <p>The students respond to the question.</p>	15''
		<p>JCOT</p> <ul style="list-style-type: none"> Teacher gives the text in the form of graphic organizer Teacher asks the students to identify the content of the text. Teacher asks the students to identify the language features used in the text and to do the task. 	<p><i>I'll give you another text and also text in the form of graphic organizer.</i></p> <p><i>Please read and understand the content in the text.</i></p> <p><i>Well, after reading the text, what do you find in terms of the grammar?</i></p>	<p>The students read the text in pairs.</p> <p>The students identify the language features in the text.</p>	20''

		<p>ICOT</p> <ul style="list-style-type: none"> Teacher gives text in different topic and gives the text in the form of graphic organizer. Teacher gives some questions related to the text. 	<p><i>-Is there any question everybody?</i></p> <p><i>-If there is no question, I want you to study this text using this graphic organizer.</i></p> <p><i>Then, answer the question based on the text.</i></p>	<p>The students read the text independently.</p> <p>The students answer the questions based on the text.</p>	30"
3.	Closing	<ul style="list-style-type: none"> Teacher gives oral question related to the materials given Teacher gives the conclusion of the materials Teacher asks the students to implement the strategy when facing a text. 	<p><i>-So, what do you get from today's lesson?</i></p> <p><i>-Very good.</i></p> <p><i>-Well, because the time is up. I think that's all for today. I hope you get something for this lesson.</i></p> <p><i>-See you</i></p>	<p><i>-Narrative text</i></p> <p><i>Miss</i></p> <p><i>-And the generic structure and language features</i></p> <p><i>-Ok, Miss</i></p> <p><i>-See you</i></p>	10"

H. Teaching and learning sources

Joko Priyana, Arnys Rahayu, Virga Ernitasari. *Interlanguage: English for Senior High School Students X*. 2008. Pusat Perbukuan Departemen Pendidikan Nasional : Jakarta.

I. Assessment

1. Technique : answering question based on narrative texts given.

2. Form : written test.

3. Assessment rubric

Criteria	Score
True	1
False	0

:

Yogyakarta, November 2013

English teacher

Researcher

C. Tyasasih Widyastuti, S.Pd.
NITB. 2155

Dewi Yunianti
NIM. 09202244040

Teaching and Learning Materials

1. Narrative text

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat.

The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So, it is Hakim I will marry."

2. Social function

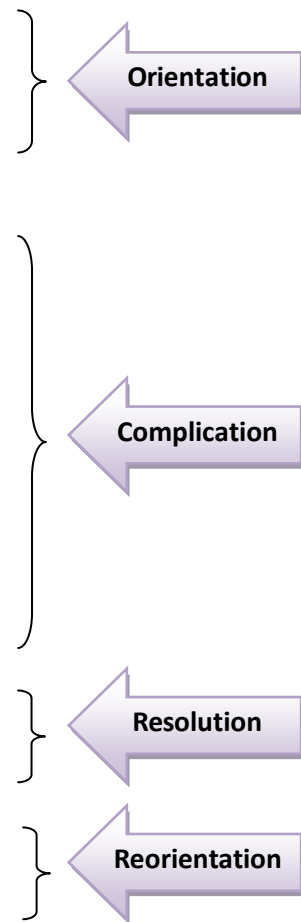
Narrative text is a kind of text to tell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

3. Generic structure

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

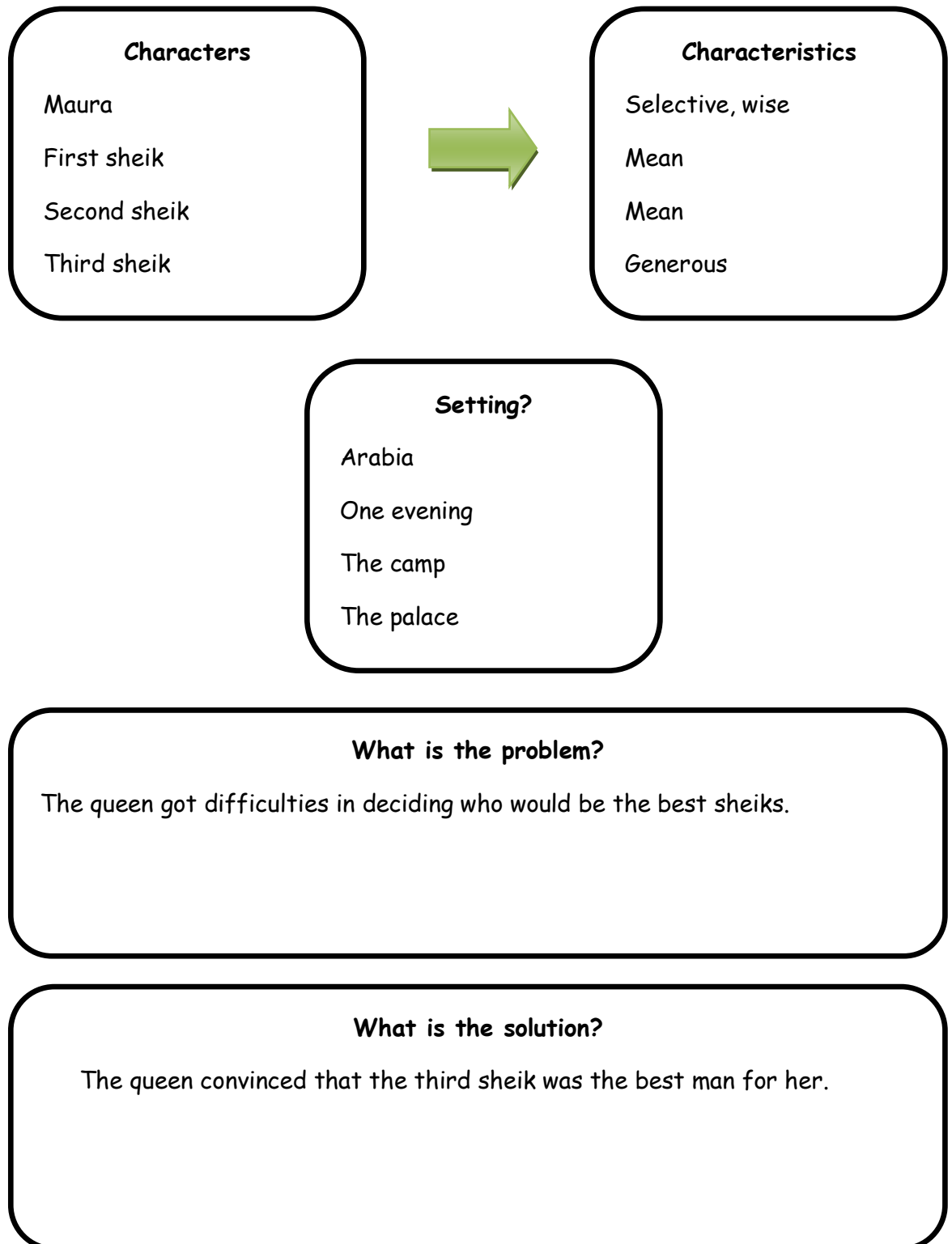
One evening, Maura disguised herself and went to the camp



4. Graphic organizer

STORY MAP

The Three Sheiks and Queen of Arabia



5. Match the following words with their definitions.

1. Sheik	a. describes food which has a strong and very pleasant flavor.
2. Suitor	b. soft, easy to cut or chew.
3. Handsome	c. to persuade someone or make them certain.
4. Offered	d. a person who is employed in another person's house, doing jobs such as cooking and cleaning, especially in the past.
5. Tender	e. a man who wants to marry a particular woman.
6. Tasty	f. to say that you will not do or accept something.
7. Servant	g. to give a new appearance to a person or thing, especially in order to hide its true form.
8. Convinced	h. describes a man who is physically attractive in a traditional, male way.
9. Refused	i. an Arab ruler or head of a tribe.
10. Disguised	j. to ask someone if they would like to have something or if they would like you to do something

6. Decide sentences below whether True or False.

- a. There were three best sheiks who wanted to be Maura's husband. (T)
- b. Maura ignored all of the suitors to be her husband. (F)
- c. Queen of Arabia gave the first suitor a camel's tail. (F)
- d. Maura choose Hakim to be her husband. (T)
- e. The three suitors were invited by the Queen of Arabia in the palace. (T)
- f. Maura ordered her servants to give Hakim unappetizing meat. (F)
- g. The two sheiks were meaner than Hakim. (T)
- h. Queen Maura did not accept the two suitors because they did not attend the Maura's invitation. (F)

7. Narrative text

Queen Aji Bidara Putih

In the past, there was a Muara Kaman kingdom ruled by Queen Aji Bidara Putih in eastern Borneo. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.

One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen didn't refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.

When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting. He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry.

On the next day, she refused his proposal. The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat.

The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.

8. Make graphic organizer from the text.

9. Questions

- 1) The text tells about
 - A. The Eastern Borneo
 - B. The Prince's Proposal
 - C. The Queen of Muara Kaman
 - D. The Sunken Ship
 - E. The Chinese Troops
- 2) Where did the story take place?
 - A. in a kingdom in China
 - B. in western Borneo
 - C. in the area called Muara Kaman
 - D. in a sunken ship
 - E. in the Lake of Centipedes
- 3) How was Queen Bidara Putih like?
 - A. beautiful, uncaring, and sensitive
 - B. pretty, wise, and indifferent
 - C. pretty, sensible, and indifferent
 - D. beautiful, wise, and unconcerned
 - E. beautiful, sensible, and sensitive
- 4) Why did the envoys bring gold and porcelain?
 - A. to trade them for stocks
 - B. to announce the marriage proposal from a prince of China
 - C. to load their ship
 - D. to share them with the residents
 - E. to sell them to the queen
- 5) How did Queen Aji Bidara Putih respond to the proposal?
 - A. She agreed with the proposal instantly.
 - B. She approved the proposal right away.
 - C. She did not refuse the proposal immediately.
 - D. She did not reply the proposal.
 - E. She refused the proposal.
- 6) Why did the prince raid Muara Kaman?

- A. because the queen was spying on the prince
 - B. because the queen did not accept his proposal
 - C. because the queen attacked the prince's kingdom
 - D. because the queen returned the prince's gifts
 - E. because the queen chased the prince away
- 7) Which statement is not true according to the text?
- A. The prince wanted to marry the queen.
 - B. The prince had gold and porcelain to announce the marriage proposal.
 - C. The prince ordered his troops to attack Muara Kaman.
 - D. The prince won the battle.
 - E. The prince turned into a giant centipede.
- 8) The word "he" (paragraph 3, sentence 3) refers to
- A. the prince
 - B. the court officer
 - C. the envoy
 - D. the phantom
 - E. the giant centipedes
- 9) "Their envoys brought gold and porcelain to ..." The synonym of "envoy" is
- A. team
 - B. messenger
 - C. troop
 - D. advocate
 - E. squad
- 10) "... prince ordered his troops to raid Muara Kaman." The synonym of "raid" is
- A. establish
 - B. ascertain
 - C. attack
 - D. expand
 - E. enlarge

- 11) What is the main idea of paragraph three?
- A. The officer heard that the prince had his dinner.
 - B. The officer sneaked onto the boat.
 - C. The prince's noise surprised the officer.
 - D. The queen knew that the prince was not a human.
 - E. The queen was angry and refused the proposal.
- 12) What were the giant centipedes made from?
- A. A leaf of betel vine and mantra
 - B. The queen
 - C. The battle
 - D. The Chinese troop
 - E. The prince
- 13) Why did the queen always refuse many princes and kings?
- A. Because the princes and the kings were phantoms.
 - B. Because they did not bring gold and porcelain.
 - C. Because she was more concerned with ruling her country.
 - D. Because the officer heard a boar from the prince's room.
 - E. Because she was angry.
- 14) "When she threw it at the Chinese troops ..." (paragraph 4)
What does the underlined word refer to?
- A. The battle
 - B. The huge band of troop
 - C. The giant centipedes
 - D. The boat
 - E. The leaf of betel vine
- 15) What did the queen do in pondering the prince's proposal?
- A. She sang a mantra to get the answer.
 - B. She tried to gather information about the prince.
 - C. She asked her officer about their opinion.
 - D. She concerned in ruling the country.
 - E. She asked the giant centipedes to help her.

LESSON PLAN

School	: SMAN 11 Yogyakarta
Subject	: English
Grade/ semester	: X/ I
Language focus	: Reading
Text type	: Narrative text
Time allocation	: 1 meeting (2 x 45 minutes)

A. Standard of competence

5. Comprehending the meaning in the form of short-functional text and short essay within the text type of recount, narrative, and procedure with the daily life context and accessing knowledge.

B. Basic competence

5.2 Responding the meaning and rhetorical steps accurately, fluently and acceptably through written language in the context of daily life context and accessing knowledge in the form of recount, narrative and procedure.

C. Learning objective

After taking this lesson, students are expected to be able to respond a narrative text accurately, appropriately and acceptably within the daily life context.

D. Indicators

1. Identifying the language features of a narrative text.
2. Identifying the main idea of a narrative text.
3. Identifying the inter inferences of a narrative text.
4. Identifying the detail information of a narrative text.
5. Identifying the main idea of a narrative text.

E. Teaching and learning materials

The materials are available on the attachment.

F. Teaching method

Genre-Based Language Teaching

G. Teaching and learning activities

No	Stages of Teaching		Teacher's Talk	Students' Talk	Time Planned
1.	Opening	Greeting	<i>Good morning students. How are you today? I'm fine too, thank you.</i>	<i>Good morning Miss. I'm fine and you?</i>	10''
		Praying	<i>Ok, before we start our lesson today. Let's say a prayer. Silent moment begin. Amen</i>		
		Checking Attendance	<i>Well, who's absent today? What happen with her? I'm sorry to hear that, I hope she will get better soon.</i>	<i>Rani Miss. She is sick Miss.</i>	
		Reviewing	<i>OK, in the previous meeting we talk about narrative text right? Do you still remember about that? What is narrative text? Can you</i>	<i>Yes Miss.</i>	

			<i>mention the generic structure of the text?</i>		
2.	Main	<p>BKOF</p> <ul style="list-style-type: none"> Teacher gives some questions which are related to the picture and topic of the text. 	<p><i>-What do you think about the video?</i></p> <p><i>-Who is the character in the video?</i></p> <p><i>-What kind of story that tells about animal?</i></p>	The students respond to the questions	5''
		<p>MOT</p> <ul style="list-style-type: none"> Teacher shows a text based on the topic discussed. Teacher asks the students to scan the text and find the difficult words. 	<p><i>Here, I am going to show you a text which talks about queen.</i></p> <p><i>Now I give you three minutes to scan the text.</i></p> <p><i>OK, do you find difficult words in the text?</i></p>	<p>The students read the text shown.</p> <p>The students respond to the question.</p>	15''
		<p>JCOT</p> <ul style="list-style-type: none"> Teacher gives the text in the form of graphic organizer Teacher asks the students to identify the content of the text. Teacher asks the students 	<p><i>I'll give you another text and also text in the form of graphic organizer.</i></p> <p><i>Please read and understand the content in the text.</i></p> <p><i>Well, after</i></p>	<p>The students read the text in pairs.</p> <p>The students identify the language features in the text.</p>	20''

		to identify the language features used in the text and to do the task.	<i>reading the text, what do you find in terms of the grammar?</i>		
		ICOT <ul style="list-style-type: none"> Teacher gives text in different topic and gives the text in the form of graphic organizer. Teacher gives some questions related to the text. 	<i>-Is there any question everybody?</i> <i>-If there is no question, I want you to study this text using this graphic organizer.</i> <i>Then, answer the question based on the text.</i>	The students read the text independently. The students answer the questions based on the text.	30"
3.	Closing	<ul style="list-style-type: none"> Teacher gives oral question related to the materials given Teacher gives the conclusion of the materials Teacher asks the students to implement the strategy when facing a text. 	<i>-So, what do you get from today's lesson?</i> <i>-Very good.</i> <i>-Well, because the time is up. I think that's all for today. I hope you get something for this lesson.</i> <i>-See you</i>	<i>-Narrative text</i> <i>Miss</i> <i>-And the generic structure and language features</i> <i>-Ok, Miss</i> <i>-See you</i>	10"

H. Teaching and learning sources

Joko Priyana, Arnys Rahayu, Virga Ernitasari. *Interlanguage: English for Senior High School Students X*. 2008. Pusat Perbukuan Departemen Pendidikan Nasional : Jakarta.
englishstory12.blogspot.com

I. Assessment

1. Technique : answering question based on narrative texts given.
2. Form : written test.
3. Assessment rubric :

Criteria	Score
True	1
False	0

English teacher

Yogyakarta, November 2013
Researcher

C. Tyasasih Widyastuti, S.Pd.
NITB. 2155

Dewi Yunianti
NIM. 09202244040

Teaching and Learning Materials

1. Narrative text

The Cat and The Rat Story

Long-long ago, the God Heaven spoke to all of the animals in the world. “Twelve animals will be chosen to protect the world. Each one will do this for a year at a time. Come to my palace on the twelfth day of the first moon. The first twelve animals to arrive will be chosen.”

All of the animals waited excitedly for the day. The Cat however was very forgetful and could not remember which day it was. So she asked the Rat, “Which day do we go to the palace in Heaven to be chosen to protect the world?” The Rat wanted to be chosen so she said to the Cat, “On the thirteenth day of first moon, we will all go to the palace.”

The Rat lived in the stable of the Ox. One evening, he heard the Ox getting ready to leave for the palace. “Why are you leaving so early?” asked the Rat.

“Oh, my feet are so clumsy and slow.” Answered the Ox, “I must go now or I won’t get there in time to be chosen.” As soon as the Ox turned to go, the Rat jumped into the bag on his bag. The Ox did not know that he was carrying the Rat and he walked slowly through the night until he reached the palace. There were no

other animals in front of him so he thought he must surely be the first. Just then, the Rat jumped out of the bag and ran to the gate.

“The very first is the Rat,” he called out the Ox. The Ox was very angry but not as angry as the Cat. She went to the palace on the thirteenth day as she had been told by the Rat. There was nobody about, so she thought she must be the first. However, the guard called out to her.

“You are a day too late, Cat. The animals were chosen yesterday. The first is the Rat, then Ox, Tiger, Hare, Dragon, Snake, Horse, sheep, Monkey, Cock, Dog, and last of all, Bear. You shouldn’t be so sleepy, and look how dirty your face is! You shouldn’t wash it better than you do,” with that he closed the gates.

Since then, the Cat had hated the Rat and had always tried to catch him. She also kept washing her face with her tongue because the guard told her how dirty her face was.

englishstory12.blogspot.com

2. Arrange the jumbled paragraph and find the generic structure
3. Make graphic organizer based on the text
4. Questions
 - a. What does the text above tell about?
 - b. What animal that will be chosen by the God Heaven to protect the world?
 - c. What is the main idea of paragraph four?
 - d. Who was the first animal that arrived in the palace?
 - e. *He* called out the Ox. (paragraph 5)
What does the word “he” refer to?
 - f. When did the animals have to come to the heaven?
 - g. How could the Rat become the first animal came to the palace?
 - h. The Rat lived in the stable of the Ox.
What does the underlined word mean?
 - i. Why did the Cat hate the Rat and try to catch him?
 - j. What can we learn from the story above?

5. Narrative text

The rock and the weasel

Long ago a weasel came to a forest near Phakchong, Thailand. He saw many mice there. Weasels like to eat mice, so the weasel decided to stay in the forest.

First, the weasel found a place to sleep in a hole beneath a bush. The next day he walked to the top of a small hill. On the hilltop, there was a rock. The weasel decided to sit on the rock.

“Who’s there?” asked the rock. “Whoever you are, don’t sit on me.”

“I’ll sit here as long as I like,” said the weasel. “After all, you’re not going anywhere.” The rock sighed, because there was nothing he could do. The weasel sat back on his hind legs. He raised his forelegs in front of him, looked at the sky, and pretended to pray. At sunset the weasel walked down the hill to his home. He did the same thing the next day, and the next day, and the next day after that.

Soon the mice became curious about the weasel. They watched him for several days. Finally they chose one brave mouse to ask the weasel what he was doing. The brave mouse climbed the hill.

“What are you doing?” asked the mouse.

“I’m praying,” replied the weasel.

The mouse ran back down the hill. He told the other mice that the weasel was praying. The mice decided that the weasel was a very great animal. They also thought he must be a very good animal. That evening they waited for him at the bottom of the hill.

“We want to pay our respects to you,” said their leader.

The mice walked around the weasel three times. Then they went home. They did not notice that one mouse was missing.

Each night after that, the mice waited for the weasel. Each night he came down from the hilltop. Each night the mice walked around him three times, and each night the weasel ate one mouse.

This went on for several months. Finally the leader of the mice noticed

something. The forest had fewer mice than before. He called a meeting of all the mice.

“Something is wrong,” said the leader. “Mice are disappearing, I think the weasel has eaten our friends and relations. The mice decided to look at the weasel’s home. They went the next day, while the weasel was on the rock. In the weasel’s hole they found a large pile of mouse bone. The mice ran back to the leader who told them what to do.

That evening, most of the mice waited at the bottom of the hill. Some of the stronger mice walked up behind the hill. At the sundown the weasel stepped off the rock, and it began to move. The rock rolled down the hill, but the weasel didn’t hear it coming. He was thinking about his dinner. The rock landed on the weasel.

“Get off,” cried the weasel. “Don’t sit on me.”

“I’ll sit here as long as I like,” said the rock. “After all, I’m not going anywhere.”

6. Make graphic organizer from the text above.

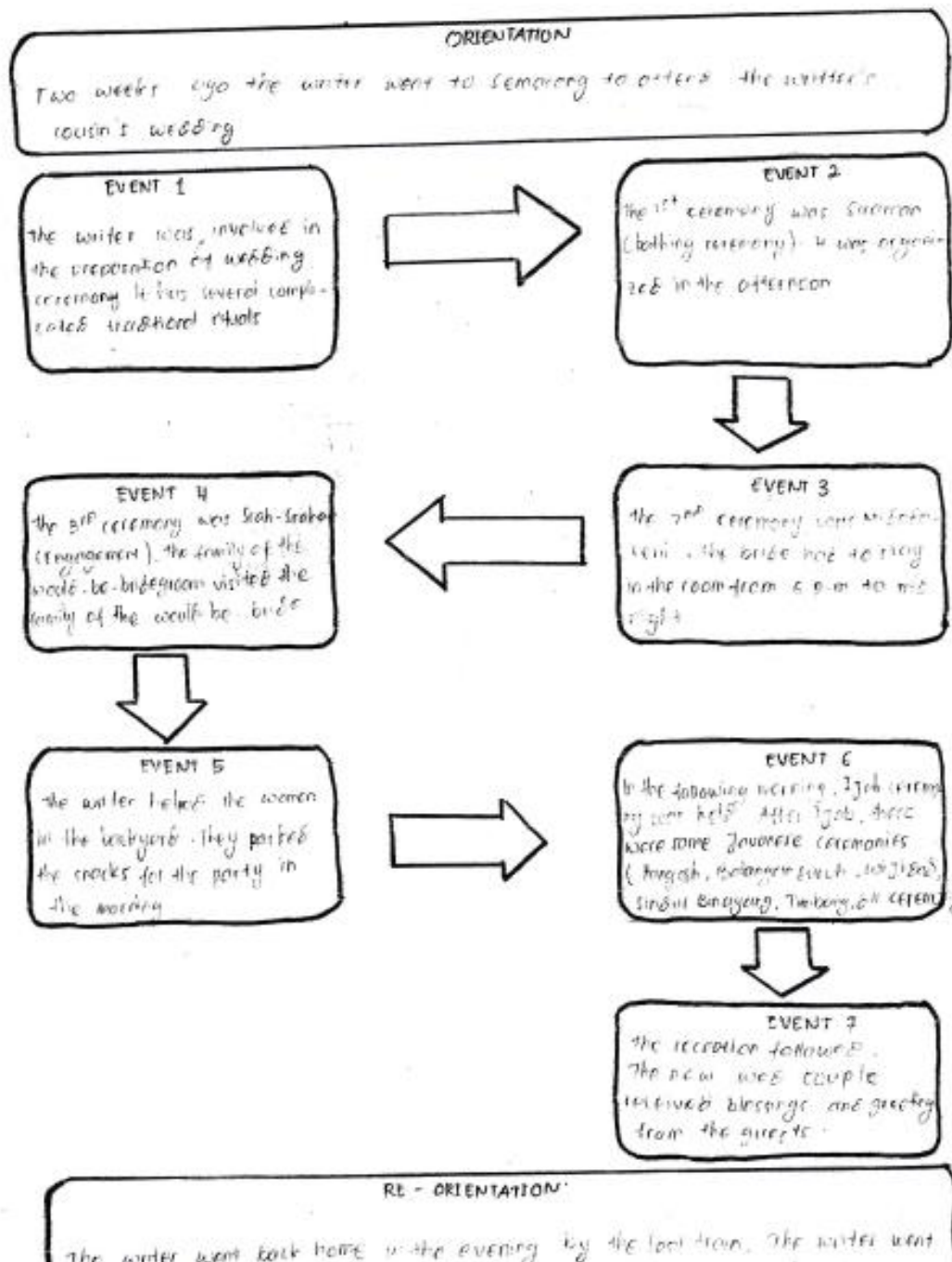
7. Questions

- 1) What did the weasel do to catch the mouse?
- 2) How could the mice think that the weasel was a great animal?
- 3) “Finally they chose one brave mouse to ask the weasel what he was doing.” (paragraph 4)

What does the word ‘he’ refer to?

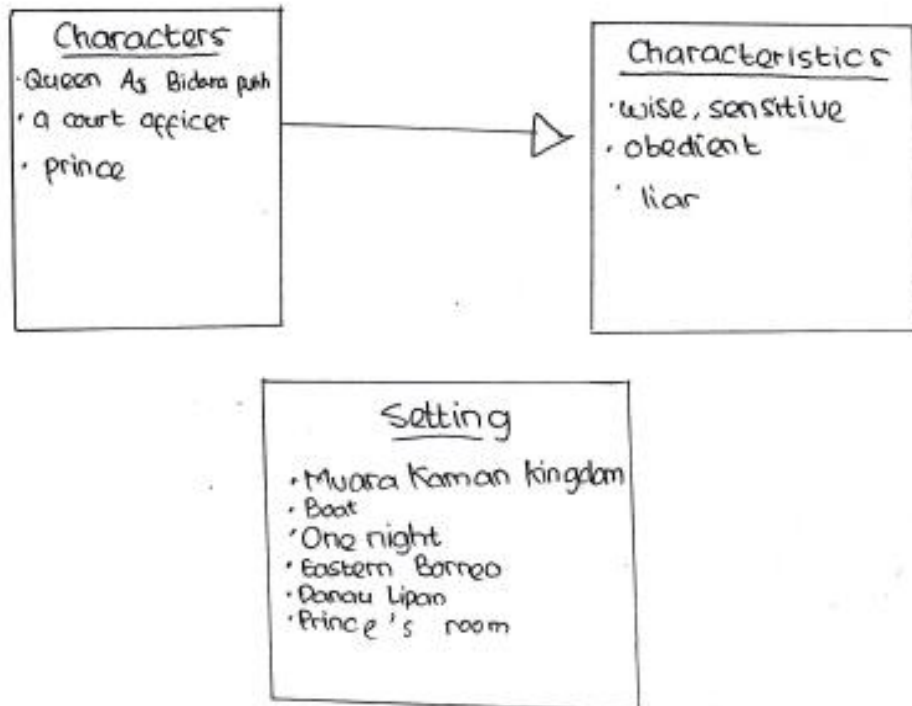
- 4) Why did the weasel pretend to pray on the hilltop?
- 5) Where could the mouse find the mice’s corpse?
- 6) How did the mice respect the weasel?
- 7) “I think the weasel has eaten our friends and relations.”
What is the synonym of ‘relations’?
- 8) Why could the rock roll behind the weasel?
- 9) “The mice ran back to the leader who told them what to do.”
What does the underlined word mean?
- 10) What can we learn from the story above?

FLOW CHART ATTENDING MY COUSIN'S WEDDING



Story Map

Queen Aji Bidara Putih



what is the Problem

The prince must have been a phantom not a human and the Queen Aji Bidara Putih know it.

what is the solution?

Queen Aji Bidara Putih chewed a leaf of betel vine and sang mantra while holding it, and then she throw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat.

APPENDIX
C
READING COMPREHENSION
TEST AND SCORE

READING OMPREHENSION TEST

Read the text below and choose either A, B, C, D, or E for the correct answer.

Text 1 is for number 1-5

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees", my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on, the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better.

Now our team began to play better-or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

Adapted from: L.A. Hill, 1963

1. The text tells about
 - A. joining a football match
 - B. winning a football match
 - C. attending a football match
 - D. the school football team
 - E. playing a football

- B. They shouted to the headmaster.
 - C. They laughed at their school team.
 - D. They ran very fast.
 - E. They played like bees.

3.

Which statement is true according

2. What did the writer and his brother do after the rival team scored the first goal?
- A. They shouted to support their school team.
orange and black shirts.
- C. The writer called his school team the "bees".
- D. The writer's school team scored the first goal.
4. E. The opponent scored the first goal.

A word in the text which has the same meaning as "leader" is

- A. brother
B. goal
C. captain
D. team
E. score

to the text?

- A. The writer and his brother will watch a football match.
B. The writer's school team wore
5. "He seemed very enthusiastic." The antonym of the underlined word is
- A. energized
B. excited
C. eager
D. apathetic
E. impatient

Text 2 is for number 6-11

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call

him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

6. The text above is about
- A. an embarrassing day
 - B. shopping with mother
 - C. the writer and his friend
 - D. my friend and his motorcycle
 - E. choosing a shirt
- C. To retell the readers about the writer's experience.
- D. To persuade the readers to go to the department store.
- E. To amuse the reader about the story in department store.

The writer couldn't contact his friend because

- 7.
- A. the writer couldn't contact his friend
 - B. his cell phone was broken
 - C. the writer's friend was in the clothes section
 - D. his friend was still choosing a shirt
 - E. he went to the parking area

From the story above we can conclude that there was a problem because

- 8.
- A. the writer couldn't contact his friend
 - B. the writer's friend was in the clothes section
 - C. the writer and his friend

10. "When I arrived there his motorcycle..." (paragraph 2)

What does the underlined word refer to?

- A. Clothes section.
- B. Cassette counter.
- C. Department store.
- D. Parking area.
- E. The writer's home.

11. "I was very tired." (paragraph 2)
The synonym of the underlined word is

- A. bored
- B. exhausted
- C. frightened
- D. excited
- E. satisfied

couldn't ride the motorcycle

D. the writer and his friend
decided to go to the department
store

9. E. the writer went to the cassette
center

What is the purpose of the text?

A. To explain the readers about
the department store.

B. To inform the readers about the
writer's experience.

Text 3 is for number 11-17

My School

Many people said that being a student of SMU would be an unforgettable experience in our life. It happened to me. At that time, it was my fateful days to stand up and be counted. Most of friends also agreed that our school was the best ever.

Although I realized that it was not as big as other schools in Medan, but what made it special for me were its teachers, competitions, and friendship. They were so interesting that I would never forget it, especially my teachers. They taught me a lot of things, most importantly, the philosophy of life, and how to be self-standing students. Though I was not so smart but I was more articulate than my friends. Therefore I became so famous until they chose me to be the leader of OSIS.

Then, I was busy organizing many activities at school. I hardly could organize my time between studying and doing extra activities after class. Undoubtedly, there were a lot of murmurs about me that I would disturb my study and disappoint my parents for getting bad marks. They were totally wrong. I made it! I said to myself, and it was nearly impossible without my teachers' help, especially their supports to all students to be more creative.

They also taught us that the sense of belonging would be our future investment to be successful. In short, friends helping friends succeed has been engraved in our memory. Besides that, lots of competitions held at my school, such as English speech contest, soccer, and clean-up campaign.

They were so good that many students got involved, especially in soccer. All students really enjoyed this global game. Though we never won but at least we got many friends from other schools. Wow! “Good friends make good neighbors,” like KGRE said.

Adapted from Talk Active for Grade X Senior High School

12. What is the writer of the text?
 - A. The writer is a traveler.
 - B. The writer is a football player.
 - C. The writer is a teacher.
 - D. The writer is a student.
 - E. The writer is a photographer.
13. Which of the following statements refers to the main idea of paragraph three?
 - A. The writer was busy at school.
 - B. The writer disappointed his parents for getting bad marks.
 - C. The writer could organize his time
14. “They were so good that many students got involved” (paragraph 4)
What does the word ‘they’ refer to?
 - A. The competitions.
 - B. The students.
 - C. The teachers.
 - D. Many people.
 - E. Friends.
15. because of his teachers’ help.
D. There were a lot of murmurs about his teachers.
E. The writer would disturb his study.
16. “In short, friends helping friends succeed has been engraved in our memory.” (paragraph 3)
The synonym of the underlined word is
 - A. looked
 - B. listened
 - C. heard
 - D. written
 - E. touched

What made the writer’s school

special?

- A. The philosophy of life.
- B. Its teachers, competitions, and
- 16. friendship.
- C. As big as other school in Medan.
- D. English speech contest.
- E. Clean-up campaign.

What made the students enjoyed in soccer competition?

- A. Winning the game.
- B. Being more health.
- C. Having good time with friends.
- D. Getting good mark from teacher.
- E. Getting many friends from other school.

Text 4 is for number 18-25

In the Sunny Day

Last weekend, my family and I went to Rongkang beach near our grandparents' house. The day was sunny and hot, of course. It was on June. That's why the day was very bright. In our country, Indonesia, there are two seasons. They are dry season and rainy season. The dry season starts from May and lasts for 5 months, while rainy season starts from November and ends in March. The view was so beautiful. There were many people at the beach. Most of them were teenagers.

We were having fun. We built a sandcastle. We had to rebuild twice before it really stood up. The first attempt failed because we built it too close to the water. And the second attempt, the successful one, was just right. The spot we chose was not too close to the water and the mixture was good.

Our parents loved our work. Some people who passed our castle loved it, too. They even took pictures near our castle. We were so proud of our work that day.

(Adapted from: <http://whywine.wordpress.com/2010/05/05/contoh-recount-text/>)

18. What is the topic sentence of the second paragraph?
- We were having fun.
 - We built a sandcastle.
 - We failed building castle.
 - The second attempt, the successful one, was just right.
 - The spot we chose was not too close to the water and the mixture was good.
19. What did the people do near the sandcastle?
- They took pictures.
 - They walked on it.
 - They ate food.
 - In the beginning and the end of the paragraph.
 - In the beginning, middle, and the end of the paragraph.
22. “They even took pictures near our castle.”
What does the word “they” in line 11 refers to?
- The writer and friend.
 - The children.
 - The people who passed.
 - The writer’s family.
 - The teenagers
23. The main idea of the text is
- the writer and family visited Rongkang beach last weekday
 - the writer and family went to Rongkang beach a week ago
 - the writer and family stayed
 - They built a sandcastle.
 - They sold shoes.
20. What did the writer and family do at the beach?
- They took pictures.
 - They were having fun.
 - They were meeting.
 - They bought some presents.
 - They rode to the top of the beach.
21. Where can you find the topic sentence of the first paragraph?
- In the beginning of the paragraph.
 - In the middle of the paragraph.
 - In the end of the paragraph.
24. The opposite of “near” in line 12 is
- right
 - long
 - far
 - top
 - below
25. What is the purpose of the text above?
- It describes the Rongkang beach.
 - It persuades the reader to visit Rongkang beach.
 - It tells the reader about the past experience of the writer in the Rongkang beach.
 - It tells the reader about the writer’s daily activities in the Rongkang beach.

- in Rongkang beach for a week
- D. the writer and family sold a sandcastle in Rongkang beach
- E. the writer and family went to Rongkang beach by a pedicab
- E. It gives some information about Rongkang beach to the reader.

Text 6 is for number 26-31

A long time ago, there lived an old man in the Penanggungan Mountain. His name was Kiai Gede Penanggungan. He had supernatural power. Kiai Gede Penanggungan had a beautiful daughter named Dewi Walangangin who was not married yet. Kiai Gede Penanggungan prayed days and nights for her daughter to have a husband.

One day, a young handsome man came to his place. The name of the man was Jaka Pandelengan. He wanted to be Kiai Gede Penanggungan's student. Kiai Gede agreed to have Jaka as his student with one condition that he would marry her daughter. Jaka Pandelengan and Dewi Walangangin soon got married. Kiai Gede Penanggungan taught Jaka many things.

After several years, now it was time for the couple to live separately from Kiai Gede Penanggungan. They would move to another village. Kiai Gede gave some seeds of pari or paddy to the couple. He asked the couple to plant the seeds. He also warned the couple not to be arrogant when they were rich. He wanted the couple to help poor people. The couple started a new life. They planted the seed. Soon, the seeds grew and became a lot of rice. Now the couple became very rich. The poor neighbours came to the couple to ask for some pari seeds but the couple refused to help them.

Kiai Gede heard about the couple's bad behavior. Soon he visited the couple. He met them when the couple was working in the field. Kiai Gede talked to the couple. He reminded the couple not to be arrogant, but the couple ignored him. They said nothing to Kiai Gede.

Kiai Gede got very angry. Then he said, "You two are like temples. You do not listen to me". Right after he said those words, an incredible thing happened. Slowly, Jaka and Dewi turned into temples. Because the temples stood among the pari, people then named them as Pari Temples.

26. What did Jaka Pandelengan and his wife do to be rich?
- Helped poor people.
 - Had a great power.
 - Planted pari seeds.
 - Built a temple.
 - Worked in the field.
27. The couple becomes temples because
- they were rich
 - Kiai Gede said so
 - they were not arrogant
 - ...an incredible thing happened." The underlined word means
 - common
28. "...but the couple ignored him." What does the underlined word in paragraph 4 refer to?
- The couple.
 - Jaka Pandelengan.
 - Kiai Gede Penanggungan.
 - The poor neighbour.
 - Dewi Walangangin
29. "The underlined word means
- unbelievable
 - untouchable
 - usual
 - ordinary
 - common
30. What can we learn from the story?
- We should live separately from our parents.
 - We should be arrogant to poor people.
 - We have to listen to our parent's advice.
 - We have to prepare a
31. The topic sentence of paragraph 3 is
- the couple refused to help the poor neighbours
 - the couple lived separately from Kiai Gede Penanggungan
 - Kiai Gede gave some seeds of pari to the couple
 - the couple planted the seed
 - the couple became very rich

- good paddy field.
- E. We should refuse other people's help.

Text 6 is for number 32-40

The Mousedeer and The Tiger

One day while a mousedeer was walking in the forest, he saw a big black snake, the mousedeer was frightened. When he wanted to run away from the snake, he suddenly fell on top of the tiger which was sleeping not far from the snake. The tiger woke up and took hold of the mousedeer that he was going to eat him for lunch. "Please don't eat me now" said the mousedeer. "I have something important to do."

"Look," said the mousedeer. "That is the king's belt. He asked me to stay here and watch it while he was away in the forest." The tiger looked at the snake and said, "That is a beautiful belt. I need a belt like that. Can I wear it?" he asked the mousedeer.

"Oh alright," said the mousedeer. So he picked up the snake and winded it around the tiger. The snake twisted itself tighter and tighter, until the tiger could not breathe. The tiger ask the mousedeer to help him. But the mousedeer turned and run away in to the forest.

- | | |
|---|--|
| <p>32. Where was the tiger sleeping?</p> <p>A. In the middle of the forest.</p> <p>B. Next to the mousedeer's house.</p> <p>C. Near the black snake under the tree.</p> <p>D. Far from the mousedeer.</p> <p>E. Beside the mousedeer.</p> | <p>35. After reading this history, we can learn that</p> <p>A. we have to behave like the mousedeer</p> <p>B. we have to find a way to save ourselves from danger</p> <p>C. we have to lie other people</p> <p>D. we have to use a snake as our belt</p> <p>E. we have to be careful with the mousedeer</p> |
| <p>33. Why did the mousedeer like to trick the tiger by saying that the snake was a king's belt? Because</p> | <p>36.</p> |

....

- A. the mousedeer wanted to eat him
- B. the mousedeer liked to trick other animals
- C. the tiger wanted to eat him
34. D. the tiger wanted to wear it
- E. the tiger is a stupid animal

“...mousedeer turned and run away in to the forest....” (line 10)

The underlined word means

- A. fly
- B. escape
- C. approach
- D. fight
- E. battle

Which statement is suitable with the text?

- A. The snake was frightened when he saw the mousedeer.
- B. The tiger wanted to eat the snake.
- C. The mousedeer wanted to make a friend with the snake.
- D. The tiger could not breathe because of the snake.
- E. The mousedeer is not afraid with the tiger.

Text 7 is for number 37-40

The Old Grandfather and His Grandson

Once upon a time there was a very old grandfather. His eyes were almost blind, his ears were deaf, and his knees shook. When he sat at the table, he could not hold a spoon strongly. He spilled soup on the tablecloth. Besides this, some of his soup would run back out of his mouth.

His son and his son's wife were annoyed by this. Finally, they made the old grandfather sit in the corner behind the stove. They gave him not enough food in a clay bowl. He sat there and looked sadly at the table. He was almost crying.

One day the old grandfather could not hold the bowl because his hands were too weak. The bowl fell to the ground and broke. The woman scolded. However, the old grandfather did not say anything. He could only cry. Then, they bought him a wooden bowl and made him eat from it.

Once when they were all sitting there, the four years old grandson put some pieces of wood together on the floor. His father asked him what he was doing. The little grandson said that he was making a little trough for his father and mother to eat from when he was big.

The man and the woman looked at one another. They began to cry. They brought the old grandfather to the table immediately. Since then, they always let him eat there. If he spilled a little, they did not say anything.

Adapted from <http://www.pitt.edu/~dash/grimm078.html>

37. How did the old grandfather feel about his son's and his wife's behavior toward him?
- He didn't worry about it.
 - He felt very sad about it.
 - He felt satisfied about it.
 - He was really angry with them.
 - He was complaining about it.
38. What did the old grandfather's son and his son's wife do after they realized their mistake?
- The wife of the old grandfather's son.
 - The father's grandson.
 - The four year old grandson.
39. What does the word "he" in line 7 refer to?
- They scolded their son.
 - They let their father eat at the table.
 - They looked at one another.
 - They let their son eat at the table.
 - They did not say anything.
 - The old grandfather.
 - The old grandfather's son.
40. Which of the following words is the same meaning with "trough"(line 14)?
- Spoon.
 - Table.
 - Floor.
 - Bowl.
 - Wood.

.....*Good Luck*.....

STUDENTS' SCORE

NO.	NAME	SCORE	
		PRE-TEST	POST-TEST
1.	ABDURRAHMAN MAS SATRIO U	7,25	7,5
2.	ABRAHAM RAMA DZULFIKAR	7,25	8,5
3.	AFIFAH NUR AINI PUTRI	8	8,75
4.	AULIA HANIFAH MUTHMA'INAH	7,25	8,5
5.	BRIGITTA PIA ALVITA	8,25	9,25
6.	CAHAYA NUGRAHENI	6	8
7.	DICKY PRATAMA PUTRA	7,25	8,5
8.	DINDA HUSNAINI	8,5	9,25
9.	FARIDA NUR FAJRIATI	8	8,75
10.	FINDA MEYDITIA	7,25	8
11.	HANDI PRIBADI	7,25	8,5
12.	JUAN BAPTISTA DAMARA KILAY	7	8
13.	MUHAMMAD FARHAN ROZZAQ	7,25	8
14.	MUHAMMAD HISYAM	7,25	8,75
15.	MUHAMMAD IQBAL ARYA PUTRA	8	9
16.	NICOLAS JORDY KURNIAWAN	7,25	8
17.	NISA SAJU FERNANDA	7,5	8,75
18.	NURHAYATI	7	8
19.	OKTAVIANI ENDAH SARASWATI	A	8,5
20.	PUTRA RIZKI	7,25	8
21.	RADEN BAGUS BAYU ANGGAD I	5,75	7,25
22.	RANI RIANA	6,75	8
23.	RATNASARI PROBONINGRUM	6,5	7,5
24.	RICHI AMINDYAH P	7,25	8,25
25.	RIFKA ROFIATUR ROHMAH	7,25	0
26.	RIZKY RAHMAWATI	6,5	7,5
27.	SITI LAKSMINTO M	7	8
28.	SONIA LOLLY PANGESTIKA	7,25	8,75
29.	STEVANUS BAGAS ANGGITO S	7,25	8,5
30.	VINCENTIUS BRIAN KURNIAWAN	7	0
31.	VINY RATNASARI	7,25	8,5
32.	VIVI FAUZIAH NURIYANA	7	8
	MEAN	7,21	8.04

APPENDIX
D
OBSERVATION CHECKLIST

OBSERVATION CHECKLIST

1st meeting

No.	Aspects	Statements	No	Yes
1.	Students' activities	Pre-reading		
		Paying attention to the title or picture before reading		✓
		Making prediction about the passage might be about before reading		✓
		Asking some questions about what the topic is about before reading	✓	
		Whilst-reading		
		Looking for the clues and trying to figure it out when finding difficult word		✓
		Making connection between the original text with the graphic organizer		✓
		Finding the main idea of each paragraph		✓
		Post-reading		
		Writing down the information found in the text after reading a text.		✓
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of graphic organizers	✓	
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

2nd meeting

No.	Aspects	Statements	No	Yes
1.	Students' activities	Pre-reading		
		Paying attention to the title or picture before reading		✓
		Making prediction about the passage might be about before reading		✓
		Asking some questions about what the topic is about before reading		✓
		Whilst-reading		
		Looking for the clues and trying to figure it out when finding difficult word		✓
		Making connection between the original text with the graphic organizer		✓
		Finding the main idea of each paragraph		✓
		Post-reading		
		Writing down the information found in the text after reading a text.		✓
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of graphic organizers		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

3th meeting

No.	Aspects	Statements	No	Yes
1.	Students' activities	Pre-reading		
		Paying attention to the title or picture before reading		✓
		Making prediction about the passage might be about before reading		✓
		Asking some questions about what the topic is about before reading		✓
		Whilst-reading		
		Looking for the clues and trying to figure it out when finding difficult word		✓
		Making connection between the original text with the graphic organizer		✓
		Finding the main idea of each paragraph		✓
		Post-reading		
		Writing down the information found in the text after reading a text.		✓
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of graphic organizers		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge	✓	
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

4th meeting

No.	Aspects	Statements	No	Yes
1.	Students' activities	Pre-reading		
		Paying attention to the title or picture before reading		✓
		Making prediction about the passage might be about before reading		✓
		Asking some questions about what the topic is about before reading		✓
		Whilst-reading		
		Looking for the clues and trying to figure it out when finding difficult word		✓
		Making connection between the original text with the graphic organizer		✓
		Finding the main idea of each paragraph		✓
2	Teacher's role in the teaching reading comprehension	Post-reading		
		Writing down the information found in the text after reading a text.		✓
		Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of graphic organizers		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
3	Learning materials used in reading activities	Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
		The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge		✓
4	Teaching technique in teaching reading	The text is well-organized		✓
		The topic of the text is familiar to the students		✓
		Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

OBSERVATION CHECKLIST

5th meeting

No.	Aspects	Statements	No	Yes
1.	Students' activities	Pre-reading		
		Paying attention to the title or picture before reading		✓
		Making prediction about the passage might be about before reading		✓
		Asking some questions about what the topic is about before reading		✓
		Whilst-reading		
		Looking for the clues and trying to figure it out when finding difficult word		✓
		Making connection between the original text with the graphic organizer		✓
		Finding the main idea of each paragraph		✓
		Post-reading		
		Writing down the information found in the text after reading a text.		✓
2	Teacher's role in the teaching reading comprehension	Providing an interesting materials for the students		✓
		Developing interesting activities		✓
		Introducing the use of graphic organizers		✓
		Guiding the students in practice		✓
		Giving clear instruction in reading		✓
		Checking the students' understanding		✓
		Helping students when they find difficulties		✓
		Giving correction for the students' work by having discussion.		✓
3	Learning materials used in reading activities	The text contains words which appropriate with the students' language proficiency level		✓
		The text contains stimulus picture or word to help the students activate their prior knowledge	✓	
		The text is well-organized		✓
		The topic of the text is familiar to the students		✓
4	Teaching technique in teaching reading	Helping students activate their prior knowledge before reading		✓
		Helping students set a purpose of reading		✓
		Helping students overcome the vocabulary limitation		✓
		Helping students find specific and general information from the text		✓
		Helping students assess what they have learnt		✓

APPENDIX
E
INTERVIEW GUIDELINE

PRELIMINARY INTERVIEW GUIDELINE

A. Teacher

1. Bagaimana pembelajaran *reading* di kelas?
2. Apakah kemampuan membaca siswa sudah memenuhi harapan?
3. Apakah kesulitan siswa dalam memahami teks Bahasa Inggris?
4. Teknik membaca apa yang sudah diterapkan untuk membantu pemahaman siswa?
5. Apakah siswa sudah menerapkan teknik tersebut dalam kegiatan *reading* dikelas?
6. Apakah teknik yang diajarkan dirasa sudah membantu siswa dalam memahami bacaan?
7. Apakah Ibu menggali pemahaman siswa setelah kegiatan *reading*?
8. Apakah Ibu memberikan kesempatan kepada siswa jika menemui kesulitan dalam memahami bacaan?
9. Apakah siswa bertukar pendapat mengenai pemahaman mereka terhadap bacaan?
10. Apa yang Ibu ketahui tentang *graphic organizers*?
11. Pernahkah Ibu menggunakan *graphic organizers* dalam mengajarkan *reading*?

B. Students

1. Bagaimana pembelajaran *reading* di kelas?
2. Bagaimana teknik guru dalam mengajarkan *reading* teks Bahasa Inggris?
3. Apakah kesulitan yang Anda rasakan dalam memahami teks Bahasa Inggris?
4. Strategi membaca apa yang telah diajarkan oleh guru?
5. Apakah strategi tersebut sering Anda gunakan dalam kegiatan membaca teks Bahasa Inggris baik di dalam maupun di luar kelas?
6. Apakah strategi tersebut dirasa sudah membantu pemahaman Anda dalam membaca teks Bahasa Inggris?
7. Apakah guru mengecek pemahaman Anda setelah kegiatan membaca?
8. Apakah Anda bertanya kepada guru jika menemui kesulitan dalam memahami teks Bahasa Inggris?
9. Apakah guru memfasilitasi Anda untuk bertukar pendapat dengan siswa lain tentang pemahaman Anda terhadap bacaan?

AFTER ACTION INTERVIEW GUIDELINE

A. Teacher

Setelah implementasi *graphic organizers* dalam pengajaran teks-teks Bahasa Inggris,

1. Bagaimana menurut Ibu untuk penggunaan strategi ini dalam pembelajaran?
2. Bagaimana menurut Ibu mengenai pemaksimalan *background knowledge* dalam pembelajaran *reading*?
3. Apakah menurut Ibu *graphic organizers* yang dibuat membantu pengajar dalam memandu siswa memahami teks?
4. Apakah menurut Ibu *graphic organizers* yang dibuat oleh siswa membantu mereka dalam mengingat detail informasi penting dalam teks?
5. Bagaimana menurut Ibu mengenai kegiatan diskusi kelompok untuk mengecek pemahaman siswa?
6. Apakah teknik ini dapat diterapkan untuk mengajarkan *reading* dalam pembelajaran selanjutnya?
7. Apakah yang Ibu harapkan dari pembelajaran *reading* berikutnya?

B. Students

1. Setelah mengikuti pembelajaran *reading* menggunakan *graphic organizers*, bagaimana pendapat Anda tentang teknik ini?
2. Apakah menurut Anda teknik ini membantu dalam memahami teks Bahasa Inggris?
3. Apakah *graphic organizers* yang dibuat membantu Anda dalam memahami teks?
4. Apakah *graphic organizers* tersebut juga membantu Anda dalam mengingat informasi penting dalam teks?
5. Apakah diskusi kelompok membantu dalam memahami teks Bahasa Inggris?
6. Apakah menurut Anda teknik ini dapat diterapkan untuk pembelajaran *reading* berikutnya?
7. Apakah yang Anda harapkan dari pembelajaran *reading* berikutnya?

APPENDIX
F
FIELD NOTE

Field note 1**Hari, tanggal : Kamis, 26 September 2013****Jam : 07.15****Kegiatan : Observasi kelas****Tempat : Ruang kelas X H****R: Researcher, ET: English Teacher, SS: the Students**

R datang ke kelas X H dengan ET. Siswa kelas X H terlihat ribut dan berlarian ke meja masing-masing begitu melihat R dan ET masuk kelas. Begitu siswa sudah berada pada tempat masing-masing, ET menyapa siswa “*Good morning students*”. Sebagian siswa merespon “*Good morning*” sebagian lagi masih berbicara dengan temannya. Sambil menunggu aba-aba doa bersama, ET meminta salah satu siswa untuk menyiapkan satu kursi kosong di belakang dan mempersilahkan R untuk duduk di belakang. Doa bersama dimulai dan dilanjutkan menyanyikan lagu Indonesia Raya dengan serentak. Kemudian ET mengenalkan siapa R dan memberikan waktu kepada R untuk mengenalkan diri di depan kelas.

ET memulai pelajaran dengan membagikan handout berupa materi tentang *announcement* dan soal-soal reading. Kemudian ET memberikan waktu kepada SS untuk mengerjakan bagian pertama. Setelah beberapa menit ET meminta SS untuk menjawab. Ada seorang murid perempuan yang mengangkat tangan untuk menjawab dan diikuti teman yang lain untuk pertanyaan selanjutnya. Terlihat jelas antara siswa yang aktif dan yang tidak aktif.

Ditengah-tengah pembahasan soal, terlihat beberapa anak laki-laki mengabaikan ET dengan bercakap-cakap. ET tidak menegur apa yang dilakukan SS dan tetap melanjutkan pelajaran. Saat tidak ada murid yang ingin menjawab, ET kemudian menunjuk salah satu dari mereka untuk menjawab. Siswa itu mencoba menjawab tetapi dengan jawaban yang salah karena dia tidak memperhatikan pelajaran.

ET kemudian melanjutkan pembahasan soal lagi. Tetapi karena bel berbunyi sebelum selesai pembahasan, ET meminta SS untuk mengerjakan di rumah soal yang tersisa.

Field note 2**Hari, tanggal : Kamis, 17 October 2013****Jam : 07.15****Kegiatan : Pelaksanaan *pre-test*****Tempat : Ruang kelas X H****R: Researcher, ET: English Teacher, SS: the Students**

R datang ke kelas X H dengan ET pukul 7.15. ET mengingatkan kembali tentang R yang dulu pernah masuk ke kelas mereka sebelum ada aba-aba untuk doa bersama dan menyanyikan lagu Indonesia Raya. ET menjelaskan tentang maksud R hari itu dan kemudian menyerahkan kelas kepada R.

R menjelaskan bahwa hari itu akan ada *pre-test*. R kemudian membagikan soal beserta lembar jawabnya dan menjelaskan tentang peraturan pengerjaan. Test berjalan selama 60 menit. Di tengah-tengah SS mengerjakan soal, R berkeliling dan sesekali menanyai pendapat SS tentang sulit atau tidaknya soal. Ada yang menjawab sulit dan ada yang menjawab mudah juga.

Setelah test selesai, R menyerahkan kelas kepada ET dan menjelaskan bahwa pertemuan yang akan datang / setelah mid semester R akan masuk ke siklus 1.

Field note 3**Hari, tanggal : Selasa, 29 October 2013****Jam : 07.15****Kegiatan : Meeting 1 cycle 1****Tempat : Ruang kelas X H****R: Researcher, ET: English Teacher, SS: the Students**

R bersama ET masuk ke kelas X H pukul 7.15. ET kemudian menjelaskan bahwa hari itu mereka akan belajar Bahasa Inggris bersama R. Sambil menunggu aba-aba doa bersama, R mempersiapkan materi dan media pembelajaran. Seusai menyanyikan Indonesia Raya, ET duduk di kursi belakang dan R menyapa SS. *“Good morning class, how are you today?” “Good morning, I’m fine and you?” “I’m very well, thank you.”* R kemudian menanyakan kehadiran SS. *“OK class, If I call your name, please put your hand up.”* Setelah sedikit menghafal nama SS, R kemudian memulai pembelajaran.

R menunjukkan sebuah gambar pantai dengan layar proyektor dan menanyakan pendapat SS tentang gambar tersebut. SS kemudian riuh menyebutkan pendapat mereka tentang gambar itu. *"Beach Miss" "Sand" "Sky" "Ombak Miss" "Payung..payung." "What is payung in English?" "Umbrella"* jawab siswa yang lain. *"People" "Pohon kelapa" "Tree" "Tree coconut" "Coconut tree"*. R memuji mereka *"That's very good and what else? Where can you find the most beautiful beach in Indonesia?" "Kuta beach, Miss." "Right, this picture is Kuta beach. Have you ever gone there?" "Yes, Saras Miss, Satrio, Piao."* *"OK Piao, can you tell your friends about your trip to Kuta beach?"* Piao mulai menceritakan Kuta beach dan pengalaman dia saat mengunjungi Kuta beach. *"Two years ago I visit Bali. I go to Kuta beach with my friends in Junior High School."* *"How about the condition of the beach?"* asked R. *"The beach is very beautiful. There is white sand and blue sky. The beach is also very clean. We can find many people in there."* R praised Piao, *"Wow, great. Thank you Piao."* *"Now, I'll give you an example of experience in Kuta beach."* R membagikan sebuah teks yang menceritakan tentang sebuah pengalaman liburan di Bali berjudul *Visiting Bali*. Setelah SS mendapatkan teks tersebut, R meminta SS untuk membaca dalam waktu satu menit. Satu menit kemudian R menyuruh SS untuk berhenti membaca, tetapi belum seorang pun yang selesai membaca dalam waktu satu menit. *"Well, don't read all the words. Read only the keywords in every paragraph. Understand? Can we try now?"* SS memperhatikan penjelasan R dengan seksama dan menjawab, *"Yes, Miss."* *"But before we start, lets study the difficult words first."* Setelah diulang kembali, R menanyakan apa isi dari teks yang mereka baca. SS kemudian menjawab dengan riuh. R menanyakan teks apa yang mereka pegang tersebut. SS serempak menjawab *"Recount text, Miss."* *"Good, what's recount text?"* SS kemudian berusaha menjawab ini. Selanjutnya R menampilkan slideshow tentang apa itu *Recount text*, fungsinya, serta strukturnya.

Setelah penjelasan selesai, R memberikan contoh *graphic organizer* yang berupa *flowchart* tentang *recount text* yang sudah diberikan sebelumnya. R meminta SS untuk memahami *flowchart* tersebut. SS dengan seksama mempelajari *graphic organizer* itu dengan tidak membuat keributan lagi. R

kemudian memberikan soal pemahaman siswa tentang teks dalam bentuk *true or false*. “*You may work in pairs.*” R kemudian mengajak SS untuk membahas soal, “*Who wants to answer number 1?*” “*Saya Miss, saya Miss.*” Beberapa SS berebut untuk menjawab soal. “*OK, any questions about that?*” “*No Miss.*” R menunjukkan slideshow selanjutnya yang berisi beberapa vocabulary. “*What is the meaning of this word?*” Sebagian SS bisa menjawab dan sebagian ada yang hanya diam.

“*Well, I’ll give you another text, and also the flowchart.*” R membagikan teks kedua berjudul *Leang-Leang Cave* dan meminta SS untuk membaca dan mempelajari *flowchart* nya kurang lebih 5 menit. “*Have you finished?*” “*Not yet Miss.*” “*Okay, I’ll wait you for a moment.*” SS melanjutkan membaca. “*Now finished?*” “*Yes Miss*” “*Do you find difficult word in the text?*” “*Yes Miss.*” “*What are they?*” SS menyebutkan kata yang mereka tidak tahu artinya dan R menjawab artinya satu per satu. “*OK, now I have a task for you but you have to work individually.*” R membagikan soal kepada SS dan memberikan waktu 15 menit untuk mengerjakan. Setelah selesai R dan SS membahas jawabannya. “*Let’s check your answer.*” R menunjuk SS untuk menjawab pertanyaan secara acak. “*How many wrong answers did you make?*” “*Two Miss, one Miss, benar semua Miss.*”

Karena waktu hampir habis, R mereview kembali pelajaran hari ini. “*Okay, what have you learnt from today’s lesson?*” “*Recount text Miss.*” “*Good, then what else?*” “*Social function, generic structure, sama flowchart Miss.*” “*Well, great. And because the time is up, I think that’s all for today and see you on Thursday.*” “*See you Miss.*”

Field note 4

Hari, tanggal : Kamis, 31 October 2013

Jam : 07.15

Kegiatan : Meeting 2 cycle 1

Tempat : Ruang kelas X H

R: Researcher, ET: English Teacher, SS: the Students

R masuk ke kelas X H bersama dengan ET setelah bel masuk berbunyi. SS bersama ET dan R berdoa dan menyanyikan lagu Indonesia Raya bersama.

Setelah selesai, R menyapa SS, *"Good morning everyone."* *"Good morning Miss."* *"How are you today?"* *"I'm fine, and you?"* *"I'm fine too, thank you."* *"Who is absent today?"* *"Finda Miss."* *"What happen with her?"* *"We don't know Miss."* *"OK, I hope Finda is okay."* R kemudian mengulang kembali ingatan SS tentang recount text dengan member pertanyaan tentang apa itu recount text. *"Well, I have a question for you. Do always join the ceremony on Monday at your school?"* *"Yes Miss."* *"How about traditional ceremony?"* *"Iya Miss, grebeg kraton gitu ya Miss, nikahan Miss, kalo ngaben di Bali itu Miss?"* SS mulai riuh menjawab. *"Ya, that's also traditional ceremony."* *"Here, I have an example of a traditional ceremony in Tana Toraja."* R membagikan teks recount yang berjudul *My Grandpa's Funeral In Toraja*. R meminta SS membacanya secara cepat dan kemudian menjelaskan tentang language features teks recount.

Setelah SS paham tentang simple past, R memberikan beberapa soal yang berhubungan dengan vocabulary SS. Kemudian R memberikan *flowchart* yang masih kosong dengan beberapa event yang tersaji secara acak. Tugas SS adalah menyusun event-event itu menjadi sebuah *flowchart* yang baik dan beruntutan secara berkelompok yang masing-masing terdiri dari 4 siswa. *"OK, still work in pairs. Now I want you to do this task. Match the questions in box A with the answer in box B."* Meskipun R memberikan waktu yang lebih singkat untuk mengerjakan tugas itu, beberapa kelompok mampu menyelesaikannya. *"Any question?"* *"No."*

R melanjutkan proses pengajaran dengan memberikan teks kedua berjudul *Attending My Cousin's Wedding*. R tidak meminta SS untuk membacanya, tetapi langsung memberi tugas SS untuk menyusun event-event menjadi *flowchart* berdasarkan teks yang diberi. *"Your task is the same with the task before, but I want you to arrange the flowchart individually. Is it OK?"* *"Yes Miss."*

"Finished?" *"Yes Miss."* *"OK Nisa, please present your flowchart in front of this class."* R meminta salah satu SS untuk mempresentasikan hasil kerja mereka. *"Hah, saya Miss. No Miss, malu.."* *"It's no problem, just try."* *"OK deh Miss, tapi kalo salah nggak papa ya Miss."* Nisa kemudian mempresentasikan *flowchart*nya dan diikuti seorang siswa lainnya. Setelah selesai, R memberikan

beberapa pertanyaan yang berkaitan dengan teks sebelumnya. SS masih mengerjakan secara individu selama kurang lebih 15 menit. Waktu selesai. *"Now, who wants to answer number 1?"* SS berebut mengangkat tangan mereka. *"Wow. OK, let's have Putra then,"* R menunjuk murid yang terlihat lebih berisik daripada yang lain itu. *"So, what is the answer?"* *"Wedding ceremony Miss."* *"Well, whose wedding ceremony is it?"* *"Hah, apa Miss?"* *"Pernikahan siapa?"* *"Oh, the writer's cousin kan."* *"Good, number two?"* Beberapa siswa mengangkat tangan mereka.

"Well, what do you get from today's lesson?" *"Recount text Miss, the purpose, and the generic structure, and flowchart Miss."* *"What else? The new knowledge I mean."* *"Tenses Miss, past tense."* *"Good, I hope all the materials that have given by me will be useful for you. That's all for today and see you on Thursday."* *"See you."*

Field note 5

Hari, tanggal : Selasa, 5 November 2013

Jam : 07.15

Kegiatan : Meeting 3 cycle 1

Tempat : Ruang kelas X H

R: Researcher, ET: English Teacher, SS: the Students

Setelah bel masuk berbunyi, R masuk ke kelas X H bersama kolaborator. R menyapa SS dan memperkenalkan adanya kolaborator. R, SS, dan kolaborator berdoa bersama dan menyanyikan lagu Indonesia Raya. R menanyakan kehadiran siswa sebelum akhirnya memulai pelajaran.

"Have you understood about recount text?" *"Yes Miss."* *"How about flowchart?"* *"What is that?"* *"Kumpulan event-event Miss."* *"Ya, flowchart contents of some events in recount text. And we call it graphic organizer."* R menjelaskan tentang apa itu *graphic organizers* dan kegunaannya. Setelah SS paham, R melanjutkan kegiatan pembelajaran.

"Now, work in group of four. You may turn back your chair if you need. I'll give you a text, then your group work is to make the graphic organizer in the form of flowchart." R membagikan teks recount dan sebuah kertas kosong pada tiap kelompok. *"After you have finished your work, the leader of the group will*

present the result. Okay, first is there any difficult word?” Sebelum melanjutkan, R dan SS membahas kata-kata yang tidak tahu artinya untuk membantu SS memahami teks. Setelah menyelesaikan tugas kelompok, masing-masing kelompok mempresentasikan hasil kerja mereka dengan menyampaikan masing-masing event yang diakhiri dengan membahas perbedaan pendapat antar kelompok. Masih dalam kerja kelompok, SS diberi beberapa pertanyaan yang berkaitan dengan teks. R dan SS membahas jawabannya secara bersama dengan menyuruh siswa yang menjawab nomor satu untuk menunjuk salah satu temannya untuk menjawab soal selanjutnya, dan begitu seterusnya.

R kemudian memberikan teks berikutnya. Kali ini, SS harus membuat *flowchart* secara individu. Setelah selesai, R memberikan beberapa soal yang harus dikerjakan secara individu juga. Setelah waktu yang diberikan habis, SS harus mengumpulkan hasil *flowchart* mereka dan juga jawaban dari soal yang diberikan.

“OK, because the bell is ringing, I want you to submit your work and also the flowchart.” SS mengumpulkan pekerjaannya dan R kemudian menutup kelas. *“Thank you for today and see you on Thursday.” “See you.”*

Field note 6

Hari, tanggal : Kamis, 7 November 2013

Jam : 07.15

Kegiatan : Meeting 4 cycle 2

Tempat : Lab. Kimia

R: Researcher, ET: English Teacher, SS: the Students

R bersama ET menuju kelas X H. Karena kondisi ruang kelas yang kotor akibat hujan, ET memindahkan ruang kelas ke laboratorium untuk sementara agar kegiatan pembelajaran berjalan lancar. R kemudian menyiapkan media dan materi untuk kemudian menyapa SS. *“Good morning everybody? How is life?”* SS bingung mendengar pertanyaan R kedua. *“Well, it has the same meaning with how are you.”* R menjelaskan. Kemudian SS menjawab, *“I’m fine, how about you?”* *“I’m okay, thank you.”* *“Who is absent today?”* *“Everybody is here Miss.”* *“OK, great.”*

Sebelum memulai topic baru, R mengecek pemahaman siswa tentang pelajaran sebelumnya dengan memberikan beberapa pertanyaan. *“Do you still remember what recount text is?” “Retell about past experience.” “Good, what is the other indicator of recount text?” “There is orientation, events, and re-orientation.” “Well. What else?” “Grammar Miss.” “How about the grammar?” “Past.. past tense.” “And what else? What have you learned before?” “Oh, graphic organizer ya Miss.” “What kind of graphic organizer do you use in recount text?” “Flowchart Miss,”* SS menjawab pertanyaan dengan antusias.

R menunjukkan sebuah gambar kemudian memberi pertanyaan kepada SS. *“What can you find from that picture?”* SS mulai riuh menjawab. *“Queen Miss. Princess Miss.” “Good, what does she wear?” “Crown Miss, gown Miss.” “And then, where does she live?” “Di istana Miss, apa Miss istana Inggrisnya?” “OK, what is istana in English? Anyone?” “Emmm.. apa ya? Itu Miss.. emmm ya palace.” “Yess, that’s true.”* R kemudian memberikan sebuah teks yang berkaitan dengan Queen. *“Before you skim and scan the text, what do you think about the text? What kind of text that is used in the text?”* SS terdiam berpikir kemudian menebak-nebak. *“Bukan recount ya Miss.” “No” “Narrative bukan ya Miss?” “Yess, good. It’s narrative text. Then, what is narrative text?”* SS ribut lagi. Kemudian R menampilkan informasi tentang apa itu *narrative text*, *social function*, serta *generic structure* nya di layar proyektor. Setelah bersama-sama menganalisa *generic structure* nya, R memberikan *graphic organizer* dalam bentuk *story map*. R menjelaskan tentang kegunaan masing-masing *graphic organizer* pada setiap teks yang berbeda-beda. *Graphic organizer* berisi informasi penting dalam teks. Perbedaannya kalau dalam *story map* ada beberapa info yang tidak tertulis secara langsung.

Setelah memahami teks beserta *graphic organizer* nya, R meminta SS untuk bekerja kelompok 4 orang dalam sebuah kelompok untuk mengerjakan soal yang R berikan yaitu tentang pengasahan vocabulary. R dan SS membahas bersama-sama. Masih tetap berkelompok, R memberi soal yang berkaitan tentang pemahaman SS terhadap teks yang diberi. Setelah waktu selesai, R membahas soal tersebut.

R memberikan lagi teks yang berbeda. Masih bekerja dalam bentuk kelompok, SS harus membuat *story map* dari teks tersebut. Sambil menunggu SS mengerjakan *story map*, R berkeliling mengecek dan menanyai murid jika mereka menemukan kata-kata yang sulit. Setelah selesai, salah satu dari grup mereka mempresentasikan hasil pekerjaan kelompok mereka di depan kelas. Karena tidak ada masalah lagi, R memberikan soal kepada SS untuk dikerjakan secara individu. *"Finished?" "Yes Miss." "Who wants to answer number 1?" "Saya Miss."* Setiap SS mengangkat tangan untuk menjawab soal yang diberikan.

"OK, any questions?" "No." "What have you learnt in this lesson?" "Narrative text, social function to amuse or to entertain, and then the generic structure orientation, complication, resolution, and re-orientation and.... Story map Miss." "That's good. Well if there's no question I think that's all for today and bye." "Bye."

Field note 7

Hari, tanggal : Kamis, 14 November 2013

Jam : 07.15

Kegiatan : Meeting 5 cycle 2

Tempat : Ruang kelas X H

R: Researcher, ET: English Teacher, SS: the Students

R menuju ruang kelas X H bersama ET dan kolaborator. Setelah berdoa dan menyanyikan lagu Indonesia raya, R menyapa SS dan memberi tahu bahwa ini adalah pertemuan terakhir. *"Good morning all, is everything alright?" "Good morning, yes Miss." "Who is absent today?" "Rifka Miss." "What happen with her?" "We don't know Miss."*

"Ehem.. do you still remember about our last material?" "Yes Miss, narrative text." "Great, if you read a narrative text which tells about people or place, it's called folktale. How about if the text tells about animal story, what is the text called?" "Fabel Miss." "Yes, you can call it fable in English." R menerangkan tentang jenis-jenis teks narativ. Sebelum memberikan contoh fabel, R memutar SS sebuah video tentang fabel untuk *icebreaking* SS. SS sangat antusias terhadap video yang R berikan. *"Lagi Miss lagii.." "I think it's enough and OK sure I'll give you the other, but it's in the written form."* R membagikan

teks dalam bentuk potongan-potongan paragraf. Tugas SS adalah menyusun paragraf itu menjadi satu teks yang berurutan secara berpasangan. SS bisa memilih pasangan mereka sendiri. SS terlihat menikmati kegiatan itu dan tidak melebihi waktu yang ditentukan, SS sudah menyelesaikan tugas mereka. Setelah semua mendapatkan jawabannya, SS bersama R membahas *generic structure* dan kata-kata sulit dari teks tersebut. Setelah selesai, R meminta SS untuk membuat *story map* dan memberikan pertanyaan tentang teks itu yang harus SS selesaikan secara berpasangan. Begitu selesai, R dan SS membahas kedua-duanya di depan kelas.

“For your last activity, I give you a text. I want you to make the story map individually. Then, answer the questions below. Is it okay? Any questions?” SS kemudian mengerjakan perintah R. Setelah waktu yang diberikan habis, R meminta SS untuk mengumpulkan pekerjaan mereka. R kemudian menutup kelas dan menjelaskan sedikit tentang akan diadakannya post-test untuk minggu depan.

Field note 8

Hari, tanggal : Selasa, 19 November 2013

Jam : 07.15

Kegiatan : Pelaksanaan post-test

Tempat : Ruang kelas X H

R: Researcher, ET: English Teacher, SS: the Students

R datang ke kelas X H bersama ET. Setelah selesai berdoa bersama dan menyanyikan lagu Indonesia Raya, ET memberi tahu bahwa hari itu R akan mengadakan post-test. ET kemudian meninggalkan kelas dan mempersilakan R menyiapkan semuanya. R membagikan lembar jawab beserta soal dan menjelaskan peraturan test dan waktu yang diberikan. Setelah semua SS mendapat soal dan lembar jawab, kegiatan pos-test dimulai.

Waktu yang diberikan habis, R menyuruh SS untuk segera mengumpulkan lembar jawab dan soal. Sebelum meninggalkan kelas R mengucapkan terimakasih kepada SS.

APPENDIX
G
INTERVIEW TRANSCRIPT

Interview transcript 1**26 September 2013****Ruang Guru****R: Researcher, ET: English teacher**

Line	Interview	
1	R	Bagaimana pembelajaran Bahasa Inggris disini Bu?
2	ET	Ya biasa saja Mbak, belajar listening, speaking, reading, sama
3		writing.
4	R	Apakah kemampuan Bahasa Inggris siswa sudah memenuhi
5		harapan?
6	ET	Belum semuanya Mbak, ada yang sudah, ada yang belum.
7	R	Bagaimana dengan pembelajaran Reading Bu? Apakah sudah
8		memenuhi?
9	ET	Nah, iya Mbak. Reading itu salah satu skill yang masih banyak
10		belum tuntas.
11	R	Apakah kesulitan siswa dalam memahami teks Bahasa Inggris Bu?
12	ET	Ya yang paling kelihatan ya kesulitan memahami maksudnya itu
13		Mbak biasanya murid itu nggak tau aritnya, jadi nggak paham
14		dengan isi dari teks itu Mbak.
15	R	Oh gitu Bu. Biasanya Ibu pakai teknik apa saat mengajar reading?
16	ET	Apa ya Mbak, saya kalo ngajar ya ngajar gitu saja. Teknik paling
17		ya ceramah, sama question-answer
18	R	Apakah Ibu pernah menggali pemahaman siswa tentang suatu
19		bacaan?
20	ET	Diartiin Mbak biasanya, kalo nggak gitu siswa susah memahami
21		Mbak, sama ditambah pertanyaan-pertanyaan.
22	R	O ya, apa yang Ibu ketahui tentang <i>graphic organizers</i> ?
23	ET	Apa itu Mbak? Saya baru dengar.
24	R	Ini salah satu teknik untuk membantu siswa memahami bacaan Bu.
25		Map, chart, timeline, graphic itu termasuk <i>graphic organizers</i> Bu.
26	ET	Oh gitu Mbak, saya malah baru tahu kalo itu namanya.
27	R	Nah, setelah tahu, Ibu pernah memakai teknik ini belum?
28	ET	Ya pernah Mbak, pakai chart itu pernah.
29	R	Emm..ya ya. Kalo buku pegangan buat siswa ada Bu?
30	ET	Enggak ada Mbak, cuma saya kasih fotocopy an teks dan soalnya
31		tiap masuk.
32	R	Oh gitu ya Bu. Terimakasih Bu, mungkin itu dulu yang saya
33		tanyakan. Silakan Bu kalo mau ngajar lagi
34	ET	Iya, mari mari Mbak.

Interview transcript 2**26 September 2013**

Di teras ruang Guru**R: Researcher, S1: Nurhayati, S2: Rani**

Line	Interview	
1	R	Halo, Nurhayati sama Rani ya?
2	S1	Iya Miss, kok tadi disuruh kesini ada apa ya Miss?
3	R	Seperti yang saya katakana tadi, saya mau tanya-tanya sedikit ke
4		kalian. Ganggu gak nih waktu istirahatnya?
5	S2	Enggak kok Miss, tadi kita udah jajan duluan. Hehe
6		Miss ini mau ditanyain pakai bahasa Inggris juga ya?
7	S1	Haduh Miss, jangan. Saya nggak bisa bahasa Inggris lho.
8	R	Tenang, Tanya nya pakai bahasa Indonesia kok.
9	S1	Oke deh Miss.
10	R	Ya udah langsung aja ya, biar gak keburu masuk. Menurut kalian
11		gimana pembelajaran bahasa Inggris itu? Susah nggak?
12	S2	Siapa dulu nih Miss. Aku dulu aja ya. Kalo aku sebenere seneng
13		bahasa Inggris Miss, tapi..
14	R	Tapi kenapa hayo?
15	S2	Sulit Miss.
16	R	Sulit gimana?
17	S1	Ya sulit banget pokoknya Miss. Kan kita nggak pernah pakai sehari
18		hari juga Miss. Vocab yang saya punya juga cuma dikit.
19	R	Kalo Rani gimana?
20	S2	Hampir sama sih Miss. Saya sebener nya suka bahasa Inggris,
21		pengen belajar bahasa Inggris, tapi sama aja Miss jarang dipake
22		jadi vocab nya lupa-lupa.
23	R	Kan seminggu dua kali kalian ada pelajaran bahasa Inggris?
24	S2	Iya sih Miss, tapi jarang ngomong pake bahasa Inggris.
25	R	Loh, kenapa nggak dipake?
26	S1	Takut salah Miss kalo pas menghadapi kesulitan gitu.
27	R	Nah, sulitnya bagian mana?
28		Kalo reading menurut kalian gampang apa susah?
29	S1	Lha itu dia Miss salah satu yang sulit. Nggak tau artinya Miss kalo
30		disuruh membaca tu.
31	S2	Iya Miss. Kalo saya biasanya ya ada beberapa kata yang nggak tau
32		artinya, terus ujung-ujungnya bingung maksudnya gimana.
33	R	OK, biasanya diajari teknik membaca gitu nggak sama gurunya?
34	S2	Teknik apa ya Miss. Kita kalo belajar reading ya cuma membaca,
35		sama menjawab pertanyaan Miss. Sama kadang-kadang ngartiin
36		teks gitu Miss.
37	S1	Mbosenin pokoknya Miss.
38	R	Kok mbosenin, kan nyenengin belajar bahasa asing. Kalian suka
39		nggak belajar bahasa Inggris?
40	S1	Ya sebener e seneng Miss, tapi ya susah itu.
41	S2	Sama bosen juga sih Miss.

Interview transcript 3**28 Oktober 2013****Ruang Guru****R: Researcher, ET: English teacher**

Line	Interview	
1	R	Selamat pagi bu, ini saya mau membimbing RPP untuk
2		mengajar besok.
3	ET	Oh iya mbak, saya lihat dulu.
4	R	Ini bu, kira-kira sudah sesuai belum ya bu?
5	ET	Yaa.. sudah bagus mbak. Ini teks nya juga tidak terlalu susah untuk
6		mereka. Kalo kegiatannya anak-anak gimana mbak?
7	R	Ini bu, pertama mereka mempelajari <i>graphic organizer</i> yang sudah
8		jadi, kemudian penambahan vocabulary dari teks, sama matching
9	ET	Emm.. iya sudah bagus mbak. Jangan lupa dikasih soal yang
10		tentang comprehension siswa ya mbak.
11	R	Oh iya pasti bu, ini comprehension nya yang paling belakang. Jadi
12		Saya kasih dari yang mudah, kemudian yang agak sulit bu.
13	ET	Ya, bagus gitu malah mbak. Ya udah, besok langsung masuk kelas
14		aja kan?
15	R	Iya bu, besok mohon bantuan nya juga ya bu pas observasi di
16		kelas. Biar saya belajar dari Ibu juga.
17	ET	Iya mbak.

Interview transcript 4**29 Oktober 2013****Di teras ruang Guru****R: Researcher, S3: Finda**

Line	Interview	
1	R	Hai Finda, maaf yaa udah ganggu jam istirahatnya.
2	S3	Iya gak papa Miss, nggak ke kantin juga kok tadi pagi udah
3		sarapan.
4	R	Oya, ni Miss mau tanya-tanya sama kamu. Boleh kan?
5	S3	Iya Miss nggak papa, pake bahasa Inggris Miss? Haduh.
6	R	Enggak, pake bahasa Indonesia kok, hhaa
7		Gini, awal pelajaran tadi gimana menurut Finda?
8	S3	Asiik Miss.
9	R	Asik gimana?
10	S3	Ditunjukin gambar pantai. Siapa sih yang belum pernah ke pantai
11		Miss. Pasti dikelas tadi udah pernah semua. Ya walaupun tidak
12		semua pernah ke Kuta, tapi paling nggak bisa bayangin.
13	R	Pertanyaan-pertanyaan yang Miss kasih tentang gambar tadi susah
14		nggak?
15	S3	Enggak kok Miss, cuma nyebutin apa aja yang di gambar sama
16		cerita. Nah yang susah tu ceritanya tadi Miss

17	R	Susahnya gimana?
18	S3	Nggak tau vocabnya Miss.
19	R	Kan awalnya udah dibahas tentang vocab apa aja yang muncul
20		saat ngomongin pantai.
21	S3	Kalo udah dibahas kaya tadi sih gampang Miss, hehe
22	R	Terus hubungan nya sama teks yang diberi gimana tadi? Susah
23		nggak?
24	S3	Mudah kok Miss, kan beberapa vocab sudah ditanyain Miss
25		sebelumnya. Jadi pas baca teks nya tinggal mbayangin piknik
26		ke Bali lagi gitu aja Miss.
27	R	Piknik di dalam kelas? Haha

Interview transcript 5

29 Oktober 2013

Di teras ruang Guru

R: Researcher, S4: Afifah

Line	Interview	
1	R	Afifah, pertanyaan yang sama buat kamu. Gimana pelajarannya
2		tadi?
3	S4	Enak Miss. Lebih paham juga. Biasanya kalo baca teks itu susah
4		ngartiinnya Miss, tapi kalo tadi kan kata-kata sulit udah dibahas
5		jadi lebih gampang memahaminya. Nambah vocab baru buat saya
6		juga Miss.
7	R	Terus gimana masalah diskusi soal-soal?
8	S4	Gampang Miss, soalnya nggak susah. Terus dikerjain bareng-
9		bareng, jadinya nggak mbosenin kaya kalo ngerjain sendiri.
10		Pokoknya lancar jaya Miss.
11	R	Kalo masalah tema dari teksnya gimana?
12	S4	Suka Miss, kan kalo tadi ngomongin Bali. Dulu aku pas SMP
13		pernah ke Bali juga Miss. Jadi gampang bayanginnya.
14	R	Nah kalo misal teknya tentang tempat yang belum pernah kamu
15		kunjungi gimana hayo?
16	S4	Kan bagus malah Miss, jadi bisa buat referensi kalo mau liburan
17		lagi kalo udah tau informasinya. Hahaaa

Interview transcript 6

29 Oktober 2013

Di teras ruang Guru

R: Researcher, S5: Stevanus

Line	Interview	
1	R	Van, gimana pelajaran bahasa Inggris tadi sama Miss?
2	S5	Baik-baik aja Miss.
3	R	Baik gimana? Jelasin donk.

4	S5	Awalnya menarik Miss, diliatin gambar pantai itu.
5	R	Cuma menarik aja? Ada gunanya nggak?
6	S5	Oh iya Miss, latihan vocab. Terus, emmm membantu bayangin
7		gimana suasana pantai Miss, apa aja yang ada dipantai gitu Miss.
8	R	Apa lagi?
9	S5	Terus mudah paham Miss karena ada flowchart nya tadi kan event-
10		event nya lebih jelas, lebih gampang dipahami, dan menarik.
11	R	Menurut kamu graphic organizer nya itu membantu apa malah
12		Bikin mbingungi?
13	S5	Membantu donk Miss, nyata nya saya bisa ngerjain soalnya lho
14		Miss.
15	R	Mana? Orang kamu dari tadi tak perhatiin ngobrol terus sama
16		teman semeja mu kok.
17	S5	Itu kan tadi pas diskusi Miss. Masa ya diskusi mau dalam hati.
18		Tadi aku bisa jawab to Miss tadi pas disuruh jawab pertanyaan.
19		Lha dari graphic organizer nya tadi Miss jadi lebih tahu ini
20		orientation nya, ini event-event nya, sama apa Miss yang paragraph
21		terakhir?
22	R	Tuh kan udah lupa?
23	S5	Hehe.. ingat lho Miss. Re-orientation to?
24	R	Hmm.. kamu itu ngeles terus. Pair work nya lancar nggak tadi?
25	S5	Lumayan lancar Miss. Menurut saya soalnya yaa lumayan susah
26		tapi berhubung ngerjain berdua jadi lebih cepet Miss. Bisa diskusi.
27	R	Diskusi apa ngobrol?
28		Haha.. dua-duanya Miss.

Interview transcript 7

7 November 2013

Di teras ruang Guru

R: Researcher, S6: Saras, S7: Farida

Line	Interview	
1	R	Halo Saras, Farida.. maaf ya ganggu waktu istirahatnya.
2	S7	Iya Miss, gak papa. Udah ke kantin kok tadi, makanya kesininya
3		telat, hehe
4	R	Oya, menurut kalian gimana pembelajaran pake graphic organizer
5		tadi?
6	S6	Beda Miss.
7	R	Beda gimana maksudnya?
8	S6	Kan kalo pelajaran reading biasa paling cuma baca sama jawab
9		pertanyaan Miss, nah kalo tadi kan kita nggambar-nggambar
10		graphic organizer nya juga, sama diskusi kelompok tadi Miss.
11		Jadi beda nya disitu, hehe
12	R	Kalo menurut Farida gimana?
13	S7	Ya sama sih Miss. Dari segi kegiatan emang beda, jadi nggak cepet

14		bosen Miss.
15	R	Nah, kalo menurut kalian graphic organizer yang kalian buat tadi
16		membantu nggak?
17	S6	Jelas membantu lah Miss.
18	R	Membantu disebelah mana coba?
19	S6	Ya kan dari graphic organizer yang kita buat kita bisa tau pilah-
20		pilahan event nya Miss. Sama pas kita buat graphic organizer kan
21		kita baca juga terus ditulis lagi, jadi lebih cepet inget maksudnya
22		Miss.
23	R	Kalo menurut Farida ni, enak ngerjain sendiri apa kelompok?
24	S7	Ya jelas kelompokan Miss.
25	R	Kenapa emang? Jadi nggak ikut ngerjain gitu?
26	S7	Bukan lah Miss, kalo kelompok kan cepet selesai Miss. Selain itu
27		kita juga bisa diskusi pendapat masing-masing trus dipilih yang
28		paling bener gitu Miss. Suasananya lebih nyantai walaupun
29		ngerjain tugas.

Interview transcript 8

7 November 2013

Di teras ruang Guru

R: Researcher, S8: Juan, S9: Satrio

Line	Interview	
1	R	Juan, maaf ya Miss minta waktunya bentar buat tanya-tanya.
2	S8	Iya Miss, gak papa. Mau tanya apa Miss? Jangan susah-susah lho.
3	R	Hehe.. enggak enggak. Cuma mau tanya pendapat Juan tentang
4		kelas kita tadi.
5	S8	Enak Miss kelas nya.
6	R	Enak gimana? Emang makanan kok enak tu.
7	S8	Hee ya maksudnya suka sama pelajarannya Miss. Nggak sepaneng?
8	R	Biasanya sepaneng apa?
9	S8	Iya Miss, kegiatannya cuma itu-itu aja, terus gurunya juga nggak
10		senyantai Miss Dewi.
11	R	Siapa bilang Miss Dewi nyantai?
12	S8	Yaa maksudnya ya nggak nyantai-nyantai banget Miss. Walaupun
13		nyantai tapi serius gitu.
14	R	Oh.. nah kalo dari semua kegiatan tadi yang paling menarik Juan
15		yang mana?
16	S8	Nggambarnya tadi Miss. Kan pertama kelompokan, nah aku
17		yang buat gambarnya, yang lain mikir isinya.
18	R	Woo.. kamu nggak mau ikut mikir ya?
19	S8	Tapi kan saya nulis juga Miss, jadi bisa dong maksudnya juga.
20	R	Kalo teks nya menurut Juan susah apa nggak?
21	S8	Enggak kok Miss, ya walau ada vocab yang nggak tau artinya
22		Tapi tadi kan bisa Tanya ke Miss Dewi juga, jadi nggak ada

23		masalah pas ngartiin nya.
24	R	Kalo Satrio, gimana pelajaran bahasa Inggris tadi?
25	S9	Enak Miss.
26	R	Enaknya kenapa?
27	S9	Karena Miss Dewi yang ngajar. Hehe
28	R	Woo.. itu bukan alas an yang tepat. Gih yang serius.
29	S9	Iya Miss, kelas nya interaktif gitu.
30	R	Interaktif gimana maksudnya?
31	S9	Rame Miss, kegiatannya gak cuma itu-itu aja
32	R	Teks nya susah nggak?
33	S9	Very easy Miss, mudah. Hahaa
34	R	Graphic organizer nya membantu nggak? Apa malah ngribetin?
35	S9	Membantu Miss, terutama membantu memahami pokok-pokok
36		intinya gitu Miss. Jadi lenih praktis saat memahami bacaan.
37	R	Kerja kelompok nya gimana tadi?
38	S9	Haduuh Miss, kelompok ku parah Miss. Pada gak kompak, yang
39		ngerjain cuma dua orang, yang lainnya malah ngobrol sendiri.
40	R	Lha tadi sebelum kelompokan Miss bilang apa?
41	S9	Iya Miss, group management.
42	R	Itu tau.. kesalahan siapa hayo?
43	S9	Ya salah kita Miss.
44	R	Udah tau salah kan? Besok jangan di ulang lagi kalo sama Bu Tyas
45		juga.
46	S9	Siaaap Miss.

Interview transcript 9

7 November 2013

Di teras ruang Guru

R: Researcher, S10: Nisa

Line	Interview	
1	R	Nisa, sama kaya pertanyaan Juan tadi. Menurut kamu gimana
2		pelajaran bahasa Inggris tadi?
3	S10	Lebih gampang Miss. Teks nya gak begitu sulit terus kegiatannya
4		juga menyenangkan.
5	R	Skimming sama scanning nya tadi gimana?
6	S10	Bisa Miss. Ternyata pakai cara itu lebih cepet ya Miss.
7	R	Tapi kamu paham nggak?
8	S10	Lumayan paham Miss, daripada baca sambil ngartiin satu-satu
9		cara ini lebih efektif. Terus teks yang tadi kan lumayan panjang
10		Miss. Dulu kalo liat teks panjang langsung pusing, sekarang udah
11		enggak lagi Miss kan yang dibaca nggak semuanya.
12	R	Kalo teknik graphic organizer tadi membantu kamu apa nggak?
13	S10	Iya Miss, jadi bisa tahu mana event 1 event 2 event 3 dst.
14	R	Nah, itu membantu kamu mengingat informasi dalam teks juga

15		nggak?
16	S10	Oh, pasti Miss. Kan kita awalnya baca dulu, trus nulis graphic
17		organizer nya, jadi ya lebih ingat Miss inti-intinya.
18	R	Kerja kelompoknya tadi gimana?
19	S10	Lancar Miss, cepet selesai. Soalnya kita bagi tugas dulu, baru
20		didiskusiin bareng-bareng mana yang bener.
21	R	Topik teks nya sendiri gimana menurut kamu?
22	S10	Menarik Miss, liburan-liburan gitu jadi nggak mbosenin.
23	R	Ok.. udah bel tu Nisa. Cukup segini aja ya. Makasih dan maaf Miss
24		ambil jam istirahatmu juga.
25	S10	Iya Miss, sama-sama.

Interview transcript 10

7 November 2013

Di ruang Guru

R: Researcher, ET: English teacher

Line	Interview	
1	R	Ibu, ini kan saya udah selesai tiga pertemuan, menurut Ibu gimana
2		penampilan saya?
3	ET	Sudah bagus Mbak ngajarnya, pancingan pas tiap memulai
4		Pelajaran juga sudah bagus, siswa jadi lebih interaktif pas di kelas.
5	R	Bagaimana menurut Ibu tentang pemaksimalan <i>background</i>
6		<i>knowledge</i> dalam pembelajaran reading?
7	ET	Ya itu tadi Mbak, saya setuju sama Mbak Dewi, jadi sebisa
8		mungkin pas lead-in pelajaran itu seperti yang Mbak Dewi
9		lakukan tadi, memberi pertanyaan atau mungkin gambar gitu. Jadi
10		siswa itu bisa ngingat-ingat kembali hal-hal yang pernah mereka
11		pelajari atau mereka alami yang berkaitan dengan tema.
12	R	Kalau cara ngajar saya gimana Bu?
13	ET	Oya Mbak, Cuma pas awal-awal itu suara nya kurang keras, jadi
14		kalah sama rame nya murid. Tapi setelah saya kasih tau itu
15		pertemuan selanjutnya sudah cukup keras kok Mbak.
16	R	Tentang materi yang saya gunain bagaimana Bu? Tugas-tugas nya?
17	ET	Sudah bagus Mbak. Sudah bervariasi mulai dari yang gampang, ada
18		menghubungkan, benar-salah, arti-arti vocab, pilihan ganda,
19		sama esai tentang comprehension nya Mbak. Kalo reading kan
20		yang penting comprehension nya itu Mbak, saya kira tadi Mbak
21		Dewi nggak nyediain yang buat comprehension test nya. Tapi
22		ternyata malah komplit.

Interview transcript 11**12 November 2013****Di teras ruang Guru****R: Researcher, : Aulia**

Line	Interview	
1	R	Hai Aulia, makasih ya udah mau bantuin Miss Dewi. Miss mau
2		tanya nih tentang kelas kita tadi awalnya menurut kamu gimana?
3	S11	Seru Miss, gambar princess jadi suka deh.
4	R	Tadi pertanyaan-pertanyaan nya bisa jawab kan?
5	S11	Bisa kok Miss. Lebih mudah tapi ya ada satu vocab yang nggak tau
6		tadi Miss. Akhirnya bisa juga Miss dibantu yang lain.
7	R	Teks nya sulit dipahami nggak?
8	S11	Yaa, ada kata-kata yang nggak tau sih Miss tapi setelah dibahas jadi
9		tau, terus bisa nambah vocab baru.
10	R	Kalo story map nya tadi membantu nggak?
11	S11	Iya Miss.
12	R	Membantu gimana contohnya?
13	S11	Ya kalo di apa Miss, graphic organizer itu kan yang di tulis lagi itu
14		yang pokok-pokoknya aja Miss. Nah, itu yang membantu saya
15		ingat sama isinya Miss
16	R	Dari semua kegiatan tadi yang paling Aulia suka yang mana?
17	S11	Ngisi story map nya yang karakter Miss.
18	R	Kenapa kok suka yang itu?
19	S11	Kan dari bacaannya kita jadi tau karakternya dia baik apa nggak
20		gitu Miss.
21	R	Kan karakter itu nggak cuma baik sama buruk.
22	S11	Iya Miss, misalnya patuh, rajin, dll.
23	R	Apa patuh bahasa Inggrisnya coba?
24	S11	Apa tadi ya Miss. Emm.. oo..obedient kalo nggak salah Miss.
25		Iya bukan Miss?
26	R	Yee.. bener. Patuh, rajin, baik, buruk itu termasuk kata apa pas di
27		kelas Miss terangin tadi?
28	S11	Sifat Miss, atau adjective.
29	R	Nah itu pinter udahan.
30	S11	Kan Miss Dewi yang ngajar. Hahaha..

Interview transcript 12**12 November 2013****Di teras ruang Guru****R: Researcher, S12: Farhan, S13: Iqbal**

Line	Interview	
1	S12	Good morning Miss.
2	R	Good morning Farhan, Iqbal. Thank you for coming here.
3	S13	Ahh Miss pake bahasa Indonesia aja Miss. Saya nggak mudeng.
4	R	Haha.. It's okay. Oya, Miss mau tanya kalian gimana pendapat
5		tentang kelas kita tadi. Awal-awalnya gimana?
6	S12	Good Miss, goood
7	R	Good. Kenapa hayo?
8	S12	Tanya jawab nya lebih lancar Miss. Buat saya vocab nya lebih
9		familiar. Temen yang lain juga rame, jadi saya ikut semangat juga.
10	R	Kalo menurut Iqbal gimana? Tadi ikut jawab gak?
11	S13	Saya tadi ikut jawab juga Miss lancar. Menyenangkan juga Miss.
12	R	Kenapa kok menyenangkan itu Bal?
13	S13	Karenaaa.. yaa gitu Miss.
14	R	Gitu gimana?
15	S13	Yaa sama ada ceritanya Miss, terus ada bacaannya
16	S12	Ya namanya juga reading Bal, yo jelas baca to?
17	S13	Tapi kan gak cuma baca, ada nggambar kotak-kotak nya terus,
18		jawab pertanyaan, sama satu lagi Miss.. ada video nya Miss.
19	R	Dari semua kegiatan tadi mana yang paling kalian sukai?
20	S12	Yaa jelas nonton video donk Miss.
21	S13	Hahaa.. iya Miss saya juga.
22	S12	Hah.. kamu tu ikut-ikut aku terus Bal.
23	R	Heh.. udah-udah malah rebutan. Kalo video tadi cuma buat
24		biar kalian semangat lho.
25	S13	Tapi kan enak Miss, besok-besok jangan cuma satu donk Miss.
26	R	Kalian ini sukanya. Kalo menurut kalian soalnya gimana, susah
27		nggak?
28	S12	Enggak Miss.
29	S13	Susah yoo.
30	S12	Yaa sedengan dink Miss, nggak susah-susah banget. Kita bisa
31		ngerjain kok tadi Miss. Walau ada yang salah, hehe
32	S13	Iya Miss, ada kata-kata yang susah tapi kan udah ditanyain ke Miss
33		Dewi tadi, jadi gak jadi susah banget.
34	R	Graphic organizer nya membantu nggak?
35	S12	Membantu Miss.
36	S13	Membantu mengingat informasi penting Miss.
37	S12	Betul Miss, kan kita baca, terus ditulis lagi yang penting-penting di
38		graphic organizer nya Miss

Interview transcript 13**12 November 2013****Di teras ruang Guru****R: Researcher, S14: Vivi, S15: Cahaya**

Line	Interview	
1	R	Hei, gimana pelajarannya tadi?
2	S14	Asik Miss.
3	R	Asik nya gimana?
4	S14	Belajar vocab baru Miss.
5	R	Kalo menurut Cahaya gimana?
6	S15	Kalo saya tergantung ceritanya Miss. Kalo menarik ya seneng.
7		Tapi kalo teks tadi menarik semua kok Miss. Jadi bikin penasaran
8		ending nya gimana.
9	R	Gimana skimming dan scanningnya? Susah dipahami gak teks nya?
10	S14	Sedang-sedang aja kok Miss. Skimming sama scanning nya juga
11		lancar soalnya udah berkali-kali Miss dari pertemuan pertama itu.
12		Jadi kita udah semakin terbiasa. Lagian kalo teks nya panjang kaya
13		tadi, males juga Miss kalo baca kata per kata, kalimat per kalimat.
14		Malah-malah waktunya abis duluan.
15	S15	Yaa ada beberapa vocab yang gak tau artinya juga ya Vi.
16	R	Kalo nggak tau artinya gimana?
17	S15	Tanya Miss Dewi, haha
18	R	Kalo Miss Dewi nggak ada?
19	S14	Buka kamus donk Miss.
20	R	Nah misal Miss Dewi nggak ada, kamus juga gak ada. Gimana
21		hayo?
22	S14	Di kira-kira aja Miss, atas nya apa pasti bawahnya ini.
23	S15	Haha.. ngawur Miss.

Interview transcript 14**14 November 2013****Di teras ruang Guru****R: Researcher, S16: Aning, S17: Pia, S18: Viny**

Line	Interview	
1	R	Hai.. kalian tadi sekelompok ya pas work in group?
2	S17	Iya Miss.
3	R	Lancar kan ngerjainnya? Enak kerja individu apa kelompok?
4	S18	Lancar Miss, kita bagi tugas tadi. Terus didiskusiin bareng makanya
5		cepat selesai. Oo jelas enak kelompokan lah Miss. Kita jadi lebih
6		kompak.
7	R	Kalo menurut Aning gimana teks nya, susah nggak?
8	S16	Enggak kok Miss, sedengan. Bahasa nya nggak berat. Waktu itu pas
9		sama mbak KKN dikasih teks nya susah banget Miss. Kita pada
10		nggak bisa ngerjain.

11	R	Menurut Pia gimana?
12	S17	Teks nya Miss?
13	R	Iya.
14	S17	Menarik Miss. Soalnya emang saya suka cerita, jadi waktu ada teks
15		narrative ya menarik pengen baca Miss.
16	R	Nemuin kata-kata susah gak?
17	S17	Pasti Miss, tapi ya cuma beberapa terus tanya Miss Dewi jadi
18		lancar lagi.
19	R	Oya graphic organizer nya membantu gak?
20	S16	Siapa nih Miss yang jawab?
20	R	Siapa aja deh, Viny juga boleh.
21	S18	Membantu Miss.
22	R	Membantu gimana?
23	S18	Membantu memahami informasi pentingnya Miss.
24	R	Ahh masa, apa buktinya?
25	S17	Loh kemarin pas UTS pada keluar lho Miss.
26	R	Apanya yang keluar?
27	S16	Kemarin itu ada event-event nya Miss. Sama karakter juga yang
28		pas di teks naratif.
29	R	Jadi overall paham kan sama pelajaran yang Miss sampein?
30	S18	Paham donk Miss.
31	S17	Iya Miss paham kok.
32	R	Aning gimana?
33	S16	Pasti donk Miss

Interview transcript 15

14 November 2013

Di ruang Guru

R: Researcher, ET: English teacher

Line	Interview	
1	R	Ibu ini saya sudah selesai. Gimana pendapat Ibu sendiri tentang
2		teknik yang saya gunakan? Apa membantu siswa memahami teks
3		atau gimana Bu?
4	ET	Oh itu iya Mbak, soalnya membuat graphic organizer itu kan perlu
5		membaca dan menulis ulang informasi penting nya Mbak. Nah,
6		dari situ kan siswa merekam informasi nya juga tidak cuma sekali
7		jadi ya mereka harusnya bisa lebih paham sama teks yang mereka
8		baca.
9	R	Kalo tentang diskusi kelompok menurut Ibu gimana?
10	ET	Bagus Mbak, udah berjalan baik saya lihat. Murid-murid jadi lebih
11		interaktif dan bisa diskusi menjawab pertanyaan nya sebelum
12		mempresentasikannya di depan kelas. Itu melatih kepercayaan diri
13		siswa juga Mbak saat menampilkan hasil kerja kelompok mereka.
14	R	Kalau dari segi materi sendiri gimana Bu? Mungkin teks nya gitu.

15	ET	Saya rasa itu sudah cukup Mbak, teks nya nggak begitu sulit dan
16		nggak terlalu gampang juga untuk ukuran anak kelas 10. Sama
17		tugas-tugas nya sudah variatif mulai dari yang mudah seperti
18		true-false sampai yang essay tentang comprehension nya.
19	R	Menurut Ibu teknik ini bisa diterapkan diterapkan di pelajaran
20		selanjutnya tidak Bu?
21	ET	Oh jelas Mbak. Nanti saya pake juga Mbak, biar ada variasi baru
22		biar murid-murid nggak bosen. Soalnya kalo saya ngajar ya
23		ngajar gitu aja Mbak. Kalo udah tau gini kan saya bisa belajar
24		buat teknik-teknik baru juga Mbak, gitu.
25	R	Oh iya Bu, sama-sama. Saya juga bisa belajar banyak dari Ibu yang
26		Pengalaman lapangan nya lebih banyak. Selebihnya terimakasih
27		Sudah diizinkan mengambil data di kelas Ibu.
28	ET	Iya Mbak Dewi, sama-sama.

APPENDIX
H
PERMIT LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Kerangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax: (0274) 548207
http://www.fbs.uny.ac.id/

PROSES 03/0
10 Jan 2013

Nomor : 0949/UN.34.12/DT/X/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

4 Oktober 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun **Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABBS)**, dengan judul:

***IMPROVING GRADE X STUDENTS' READING COMPREHENSION THROUGH GRAPHIC ORGANIZERS
AT SMA N 11 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014***

Mahasiswa dimaksud adalah :

Nama : DEWI YUNIATI
NIM : 09202244040
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Oktober – November 2013
Lokasi Penelitian : SMA N 11 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Kemahasiswaan dan
A. G. M. B. S.

Harlito Insan Kamil
NIP. 19561103 198803 1 001

Tembusan:
1. Kepala SMA N 11 Yogyakarta



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241, 515885, 515886, 562682

Fax (0274) 555241

EMAIL : perizinan@jogjakota.go.idHOT LINE SMS : 08122/625000 HOT LINE EMAIL : unlk@innijakarta.go.idWEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2772
6479/34

- Dasar** : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/7290/W/10/2013 Tanggal : 08/10/2013
- Mengingat** :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan Kedudukan dan Tugas Pokok Dinas Daerah
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta
 3. Peraturan Walikota Yogyakarta Nomor 28 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta
 4. Peraturan Walikota Yogyakarta Nomor 15 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendaftaran, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta

Dijinkan Kepada :

Nama	: DEWI YUNianti	NO MHS / NIM	: 09202244040
Pekerjaan	: Mahasiswa Fak. Bahasa dan Seni - UNY		
Alamat	: Kampus Karangmalang, Yogyakarta		
Penanggungjawab	: Dr. Margana, M.Hum., M.A.		
Keperluan	: Melakukan Penelitian dengan judul Proposal : IMPROVING GRADE X STUDENTS' READING COMPREHENSION THROUGH GRAPHIC ORGANIZERS AT SMA N 11 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014		

Lokasi/Responden : Kota Yogyakarta

Waktu : 08/10/2013 Sampai 08/01/2014

Lampiran : Proposal dan Daftar Pertanyaan

Dengan Ketentuan :

1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cc. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan mematuhi ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian dihapus para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
Pemegang Izin

DEWI YUNianti

Dikeluarkan di : Yogyakarta
pada Tanggal : 9-10-2013

An. Kepala Dinas Perizinan
Sekretaris



ENY RETNO WATI, SH
NIP. 196103031988032004

Tembusan Kepada :

1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Biro Administrasi Pembangunan Setda DIY
3. Ka. Dinas Pendidikan Kota Yogyakarta
4. Kepala SMA Negeri 11 Yogyakarta



**PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN

070/Reg/V/ 7290 /10 /2013

Membaca Surat : **DEKAN FAK BAHASA DAN SENI - UNY** Nomor : **0949/UN34.12/DT/X/2013**

Tanggal : **07 OKTOBER 2013** Perihal : **Ijin Penelitian**

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DEWI YUNIATI** NIP/NIM : **09202244040**
Alamat : **KARANGMALANG YK**
Judul : **IMPROVING GRADE X STUDENTS READING COMPREHENSION THROUGH GRAPHIC ORGANIZERS AT SMA N 11 YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014**

Lokasi : **KOTA YOGYAKARTA**

Waktu : **05 OKTOBER 2013 s/d 08 JANUARI 2014**

Dengan Ketentuan

1. Menyampaikan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dan Pemerintah Daerah DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website: adbang.jogjaprov.go.id dan menunjukkan r
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib menatalati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website: adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **08 OKTOBER 2013**

An. Sekretaris Daerah
Asisten Koordinator dan Pengembangan
Kab.
Kepala Biro Administrasi Pembangunan



Hendra Sulilawati, SH.
N.P. 39580120 198503 2 003

Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. Walikota Yogyakarta Cq. Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. DEKAN FAK BAHASA DAN SENI - UNY

APPENDIX
I
PHOTOGRAPHS



The researcher was explaining the material.



The researcher was controlling the group discussion.



One of the students was presenting the graphic organizer.



The students were actively joining the teaching and learning process.



The students were working the task in groups.



The students were working the task in pairs.